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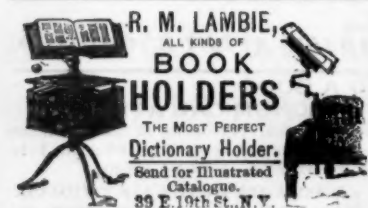
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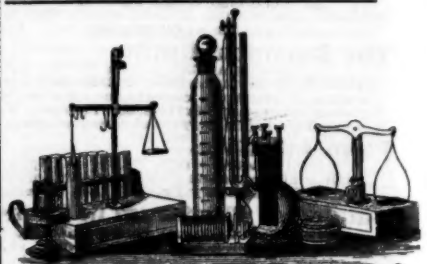
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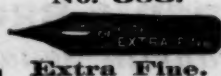
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Virtue may be assailed, but never hurt;
Surprised by unjust force, but not enthralled,
But evil on itself shall back recoil,
And mix no more with goodness. If this fail,
The pillared firmament is rottenness,
And earth's base built on stubble.

—MILTON.

THE war excitement in Europe has not abated. Russia's diplomatic relations with France are looked upon in Germany with suspicion. Austria's attitude toward Russia is practically unchanged. Satisfactory progress is being made on the buildings that will be used for the French Exposition next year. Some of the European governments will not take part in the Exposition, because it will be held on the one-hundredth anniversary of the French Revolution. The United States civil service rules have been revised, the principle having been kept in view of appointments and promotions for merit, tested by open competition and probation, and excluding political and personal influence. Serious riots have taken place in the mining regions of the Shenandoah Valley.

A YOUNG preacher picked up Bishop Pierce's hat and put it on his head: it was an exact fit. "Why bishop," said he, "your head and mine are exactly the same size." "Yes," replied the bishop, "on the outside." That was a good answer. "On the outside." Yes, that's all tens of thousands care about. On the outside! Good clothes, good boots, good hair, a good hat and a good cane and the work is done. Ask them the good old question, "Who made you?" and they answer, "Several persons. There is my tailor, Jones, he made my clothes: and there's my shoemaker, Wilson, he made my boots: and there's my hatter, Harris, he made my hat; you see, my friend, several had a hand at this job, and now don't you think I'm well made?" "Yes, on the outside! but what's inside?" "On the inside? A good dinner, a little wine for my stomach, a little whiskey punch, and inside my mouth a little tobacco." "But how about the brain?" "O, that's not required in good society. Cash fills a mighty emptiness!" And so it does.

CASH VS. CHARACTER. This case has been called in the courts and is now in process of trial. Cash has strong arguments but character is, on the whole, ahead. It is considered quite certain that it will go quite hard with cash in the final summing up.

Is a good character in the school teacher's desk worth much without good pay? This question is so often asked we think there are some who think that character and salary are twin children. Pay should have nothing to do with the quality of the work done. A large salary is supposed to bring large qualifications, but this is not the fact. Much of the best work done in this world has no cash price. What we value most cannot be bought with money. How much is love by the pound, or happiness by the yard? Who ever saw patience quoted in the market, or prudence in the Stock Exchange? A good teacher has all of these virtues and they are without price.

BURDETTE tells of a man whose "dreary platitudes are never transfigured by the celestial glow of humor." We trust he is not a teacher. He may, if the people can stand his droning, draw his life out in a pulpit, or in the court room, or in a store or better, all alone on some cold prairie digging post holes, but his dry and dusty person should never be seen in the school-room. There should be life. Children—healthy children—are happy. They are full of good spirits—the best kind of spirits—that never intoxicate. Laugh, and every child will laugh with you. Put on a long face and preach and they will laugh at the preacher if they dare to. A good story, with a snap at the end like a whip, is better than a dose of advice. Throw rules to the dogs! and post up every morning behind the teacher's desk a smiling face. This is good. O, how the children love a lovable, lovely, laughing teacher! Teachers, don't, don't grow dry as dust! Don't!

"Whether of high or low degree,
All men and women have ships at sea."

THEY are coming in. Alas! most never come, but they are hoped for all the same, and whether they come or not, the looking for them and hoping for them continues right on. The realizations of life seldom equal its anticipations but this is no cause for discouragement.

Educational reforms move slowly, but they move. This is one consolation, and it is a great one. Even the most conservative places are waking up somewhat. Old alphabet methods of learning to read are becoming obsolete, the spelling book is becoming the language book, arithmetic teaching is growing into number teaching, elementary science teaching is spreading, history stories are delighting

thousands of children, literature is walking into the school-room and finding a welcome there, the dry, old-time composition is burning up and attractive narrations of every day events are taking its place. Qualification for teaching means something more than a knowledge of facts. Our ship is coming in! We can see it move!

AT the battle of Prestonpans, Scotland, a Highland chief fell wounded by two balls. When they saw their chief fall the clan wavered. The dying chieftain saw it, and raising himself on his elbow, the blood gushing in streams from his wounds, he cried aloud, "I am not dead, my children; I am watching you to see you do your duty." These words revived the sinking courage of the brave Highlanders. They were fighting under the eye of their chief, and this consciousness put new energy into their arms. Not one of the great reformers of the past is dead. They are buried, and the inscriptions on their tombstones are very old, and no one knows where some of them lie, but the call is the same to us from them as of the Highland chief, "We are not dead, we are watching to see you do your duty." We are firm believers in immortality,—the immortality of ideas. No wave of thought dies. It cannot die. The thoughts of Quintilian lived as long as Rome lived. Froebel is alive, so is Arnold, and so is Horace Mann, and so is Parker. Such men never die. They cannot die. The world will not let them. Millions of men and women die, for there is no element of life in them. They do not think. Only the germs in their souls enter into futurity to grow under more favorable circumstances, but of real life they have none. Let us thank God if there is any life in us. How is it with you, dear reader?

STATES that cannot help themselves should be helped by the general government. On this principle should be based the argument for state aid to education. It is true that some portions of our country are heavily weighted with ignorance: more heavily than they can bear. It is likely to crush all enterprise and even all virtue out of them. The sooner these states can be aided, the better for the whole country will it be. It is useless to plead want of precedent. Any student of our history knows better than that. Now let us see what these facts teach us.

The whole territory north of the Ohio River was ceded to the United States by several of the states.

Both the first ordinance for the government of the Northwest Territory passed in 1785, and the second one of 1787, set apart each 16th section of land of every township for the maintenance of public schools. From that date to 1862, when the "university" lands were donated to the several states, the some liberal policy has been pursued.

Now the argument is in a nut shell. What the states gave to the general government it is a duty to give back again, if not in land it should be in cash whenever any state needs aid.

We believe in state aid just as we believe in any other aid. It is not at present policy for the general government to take control of all educational affairs in the states, but it is policy for it to assist any state when it clearly shows that it needs help. Why can not Congress just as well, and with more reason, appropriate money for the maintenance of schools as for the improvement of navigation in rivers? If any state need harbor or river help the Government does not hesitate to give money largely for that purpose. It builds custom-houses, and post-offices. School-houses are more needed than these. Without the latter we should need few of the former. It is only a question of time, before each Congress will appropriate largely for aiding such states as need help in sustaining their schools.

SHOULD COLLEGE GRADUATES BE EXCEPTED FROM PROFESSIONAL TRAINING AS TEACHERS?

Concerning this question, Prof. John Swett, of California, said in 1872, "Let colleges establish professorships of the science and art of education, and provide a special course for students who desire to become teachers. Let the high schools establish post graduate normal classes and training classes to meet the demand for trained primary teachers. Colleges, normal schools, and high school normal classes all combined, could supply the nation with trained teachers."

Larkin Dunton, LL.D., principal of the girls' high school, Boston, said in an address before the American Institute of Instruction, "A school of pedagogics, ranking with or above schools of law, medicine, or theology, and having its reputation, bound up with that of a great university, would, it seems to me, be the crowning glory of our educational system; from it would go out an influence that, in two generations, would revolutionize the instruction in our academies, high schools, and colleges, that would introduce a new era in school supervision throughout the country, and that would raise the business of teaching to the rank of a noble profession. I would provide for some systematic professional instruction for teachers in all our colleges; and besides, I would establish one or more superior normal schools in connection with the universities."

At a meeting of English educators, held in London, July 6, 1872, under the auspices of the College of Preceptors, the following resolution was passed:

Resolved, That the institution of professional chairs of the science and art of education in each of our universities would be a most valuable measure, and ought to be pressed upon the attention of the government and the Parliament.

In the discussion which preceded the passage of the resolution, the following facts and opinions were elicited: "Graduates fresh from universities were apt to think they knew all about the art of teaching; to overlook the fact that boys required a different kind of training from that which was suitable for men of mature minds; to think they have nothing to do but lecture as they have been lectured to; to look with contempt upon books on education, because the authors were merely school-masters, thinking that, as university men, well taught and so on, they had ability to form plans of their own. Often these graduates had been found utterly unable to teach the most elementary subjects satisfactorily. It was extremely difficult to impress upon the minds, even of the wranglers, the simple principles of the art of teaching. They were not prepared to take pupils whose intellects were so little formed, and whose brains had still to grow, and prepare them to receive that amount of knowledge that it was expected they should have when they left school."

In a paper on this subject, Rev. A. D. Mayo says:

"So far the average American college has obstinately refused to recognize the existence of such a science as pedagogy. Its young men are sent forth to occupy the commanding positions of high, grammar, and academical schoolmasters, often with no valuable experience even in the lower grades of instruction, and not even a course of college lectures or intelligent reference to the literature of their great profession. Coming into these difficult positions, for which their scholastic attainments are often amply sufficient, they find themselves in contact with subordinate lady-assistants who have received the best drill accessible in normal and training schools, backed by a considerable experience in all grades of the common school-room. It is inevitable that two forces so charged with positive and negative elements should strike fire. In hundreds of school-rooms the success of the instruction is marred by this open or smothered conflict; the learned young man, contemptuous of the academical inferiority of his girl-assistant; the bright girl-graduate of the normal school, electric with tact and on edge with the new methods, poking fun at the pompous, pedagogic incapacity of her principal. I am convinced, from long observation, that much of the power generated in the best normal and training-schools, and institutes, is swamped by the obstinate indifference or hostility of the average male college graduate in the master's chair, to anything that has not entered his college curriculum. The result is all the worse, that the average college method of instruction is probably the most hopeless style of teaching now on the ground, often a bigoted holding on to the mechanical habit of cramming a boy with the contents of a small library of books, and calling that a 'liberal education.'"

The profession of pedagogy is the latest comer among the liberal professions of this country. The law, theology, and medicine are already so crowded with partially and well-educated candidates, that the people are able to select the wheat from the chaff. No community of any considerable pretension is now compelled to take up with a pettifogger for its lawyer, a quack for its doctor, or an ignorant gospel-ranter for its minister. The objective point of our system of normal education is to stimulate the preparation of teachers by agencies, public and private, popular and collegiate, till the same "glut in the market" enables the school committees to go into the field and choose the best the money supplied by the people will command."

We are indebted for these extracts to a paper by Prof.

Swett, late State Superintendent of Public Instruction of California, a man widely known as an able, judicious and successful teacher, and administrator.

EDITORIAL CORRESPONDENCE.

I have spent nearly a month in California, and begin somewhat to be able to assist in answering that question so many teachers in the East are asking, "Shall I go to California, next July?" I shall say, most emphatically, that all should come who can meet the expense. And as to that, the expense of coming here and seeing the sights never will be so small again, probably in many, many years. It will be the opportunity of a life-time.

The reasons of this are that the California educators are making preparations to show their Eastern brethren a genuine Western hospitality. They have planned that railroad rates shall be one-half to come here and go back again; the rates to "the sights" will probably be one half; the entertainment of the lady teachers in this city at least will be free.

As I have said, the cost from New York to Chicago is \$15 to \$20; from Chicago to Missouri river, \$12.50; from Missouri river to San Francisco and back \$60. This makes the cost of going and returning \$92.50.

Now as to cost of Pullman cars from New York here, the regular rate for a berth is \$22.00. If two sleep in this, the cost is \$11, each. There will be a considerable reduction made where an entire car is taken; some estimate the cost of a double berth at \$12.00. But a good many will not take Pullman cars. If a superintendent or principal will plan he can get a car for thirty or forty teachers all the way through. And there are plans that may be adopted, I should suppose, by which committees in Chicago, Omaha, Kansas City, and Denver might secure entertainment for lady teachers for a night if notified; so they could stop off and sleep; the other nights could be endured.

Now as to eating. There are dining cars, and eating places at which the regular charge is 75 cents for a meal. For sixteen meals the cost would be \$12. But many experienced travelers do not depend on these means; at least, not wholly. As one does not feel very hungry when sitting still most of the time, these travelers provide a tin box (those that fancy crackers are sold in will answer), and in it put tongue, ham, chicken, a good sized pot of jelly, and small one of butter, and finally a loaf of bread. These with a cup of tea or coffee, or glass of milk enable one to live more richly, as well as cheaply, than in the eating-houses or dining cars.

Then, the offer of entertainment for ladies in San Francisco homes will be a great help to those who come so far. This offer may seem a little strange to us Eastern folks, but Californians do not do things by halves, as I can testify. So that the bulk of the expense will be the transportation over and back. While the bulletin that will be issued by the energetic committee here will give explicit information, I can say in advance a few things that will be of help, coming as they do at a time when many will be deliberating.

Starting from Chicago there are several routes leading to this Pacific Coast; there is one from New Orleans, along the southern border of our country; there is one just completed in Canada. Now whatever route is taken in coming here, another may be taken in returning—and thus an entirely new country be seen in returning. As I have said, I chose the "Burlington Route" out, and the Union Pacific back. The journey seems to divide into four parts: from New York to Chicago about 800 miles; from that place to Denver about 1000 miles; from that place to Ogden, about 800 miles; from that place to San Francisco, about 800 miles. The first section consumes about 30 hours; the second 30 hours; the third 36 hours; the fourth 36 hours—5½ days. One night on the first section; one on the second; one on the third; and two on the fourth.

(1.) I would suggest that teachers come in parties under some leader that will see to all the details. There are plenty of gentlemen who can post themselves up on the route that is selected and then give information that may be needed; county and city superintendents, and principals will be just the persons for this office.

(2.) If a Pullman car is chosen, then get enough to fill it; 24 is the number, one in a berth; 48, if two sleep in a berth. Usually the Pullman car is retained until Ogden is reached and then changed for another. I am told that it is intended to run through Pullman cars for this meeting. At all events, one who has berth No. 5 (for example) in one Pullman will have No. 5 in the next. I repeat that, to make things right, enough should be got to fill a car.

(3.) As to food, I have spoken of that elsewhere, and can only add that I have traveled on good crackers, guava jelly, fruit, and a glass of milk, more comfortably on long journeys than on what eating-houses would serve up. There is a tendency to disorders of the stomach on such trips, and one should avoid much that will be offered him at such places; a stale egg in an omelet will spoil the pleasure of the journey.

(4.) Suppose one does not come in a Pullman car what then? I have referred to this elsewhere. I believe that parties can be made up and stop off, sleep in Chicago, Omaha, Denver, and Salt Lake City, entertained by committees in those places. But this must be arranged beforehand.

Then, again, on some lines "tourist cars," will be used in which the traveler finds his own bedding. If these are wholly used by teachers they may be acceptable. But I think low rates will be offered by the Pullman people; to have a berth to stretch out in for four or five nights in succession is worth a good deal, and if it can be got for \$2.00 per day it is cheap.

(5.) As to clothing, what? It will be a dusty ride and this must be foreseen. It is an old and good rule: "Travel in your worst clothes." In San Francisco you will want warm clothes as there is a cool wind from the ocean. I am told the city is not pleasant on this account in the summer time. A. M. K.

At the Summer school for teachers, to be held at Glens Falls, N. Y., beginning July 25, 1888, Mr. John Woodhull, of the New Paltz, New York, Normal School, will show how home-made apparatus may be used in teaching physics and physiology. He will exhibit such apparatus, and give instructions for making and using it. Mr. Woodhull has done much good work in this line, and his suggestions are sure to be valuable, especially to teachers in schools, which are not furnished with apparatus for teaching the sciences.

PROFESSOR FRANCIS L. PATTON, of Princeton Theological Seminary, has been unanimously elected president of Princeton College.

OUR earnest sympathies with the promoters of spelling reform. We do not believe that the invenshun ov a nu languag wil help us out ov our trubel. Reform must cum from within, not from without.

EDUCATIONAL uplifting comes from the uplifting of each teacher. Atomic reform is effective reform. The people cannot be reformed in masses.

SENATOR IVES, of the New York State senate, is endeavoring to secure the appropriation of public funds for private schools. This has not been the policy of the state for many years, and it is not likely to be for many years to come.

COURSES of instruction will be given in Harvard University in the following subjects during the summer vacation of 1888: Botany, Chemistry, French, Geology, German, History, Physics, Physical Training, Topography. For information apply to the Secretary of Harvard University, Cambridge, Mass.

PRESIDENT ELIOT, of Harvard, says that he disapproves of all kinds of inter-collegiate contests, and would abolish them if he had the power to do so.

THE recent orders of the Indian department, interfering with the teaching in schools sustained by missionary societies, is bringing indignant protests from all quarters.

A TYPICAL WOMAN.

"Grandma Garfield" was a typical American woman of the old school. Her history is well worth recording, and we here record it as it has been given to us for the benefit of our teachers, who want to read something good to their pupils:

Her husband's death left her with four young children, the youngest of them, the future President, being only a baby, on a frontier farm not wholly cleared, and not even fenced. The boys, they were called, not only at woman's work but men's work, too, to keep her little flock together and save the farm, which was their only foothold. On the day that "Jama," as she always called him in her simple way, was inaugurated President of the United States, and turned up in taking the oath, to give her his first kiss, it is safe to say that, in the joy and pride of that moment, she felt repaid for all the privations and hardships of those years when she was straining every nerve to clothe, feed and educate her children.

BRIEF ITEMS.

DR. HINSDALE, late Supt. of the Cleveland schools will soon complete a work on "The Old Northwest. With a view of the Thirteen Colonies as Constituted by the Royal Charters." It will contain twenty chapters with an appendix, and will be published by Townsend MacCown of this city. The reputation of the author and the interest naturally connected with the subject will ensure it a warm reception.

EDGAR D. SHIMER, Ph. D., of Grammar School No. 20, in Christie street read a half hour paper before the class in pedagogy at the New York University recently on Saturday morning. It was on the different schools of Grecian thought and philosophy. It was considered a masterpiece by the class of teachers present.

It is said that Vanderbilt University, Nashville, Tenn., is no longer regarded by its Board of Managers as an exclusively Methodist institution. Its Faculty is made up from different denominations. Its six hundred and twenty five students come mostly from seven Southern States.

A SCHOOL inspector, finding a class hesitating over answering the question, "With what weapon did Samson slay the Philistines?" and wishing to prompt them, significantly tapped his own cheek, and asked:—"What is this?" The whole class instantly answered:—"The jawbone of an ass."

PROFESSOR WILLIAM G. HAMMOND, Dean of the St. Louis Law School, has gone to Boston to deliver a course of lectures on the history of the common law, at the Boston University Law School.

THE meeting of the State Teachers' Association, at Brandon, Vt., January 26-28, was a pronounced success, and was largely attended, notwithstanding the bad weather which prevailed. We were disappointed in our expected report of the proceedings, and so cannot publish a full account of the meeting, its speakers, and the many good things they said.

DR. P. H. MELL, Chancellor of the State University, died at his home in Athens, Ga., January 28. Dr. Mell was known and loved throughout the state, and in his death Georgia has lost one of her greatest educational and religious men. He was a hard student in his youth, and became so fine a scholar that he rose, through various college professorships, to the chancellorship which he held at the time of his death. Besides this office, he held the chair of metaphysics and ethics, and preached, not regularly, but often. Dr. Mell stood high in his denomination, and profession. As an educator, he was of the first rank, for he was an example and inspiration to the young men under his care, all of whom loved and respected him. His reputation as a parliamentarian is not limited to the United States, but Mell's practice is good authority the world over.

INFORMATION FOR TEACHERS.

In the proposed excursion to San Francisco next summer, to attend the annual meeting, teachers should see as many as possible of the places of interest on the route. There is no question but that there is as much to be gained on the journey as at the terminus, therefore they want to select the route which will be most valuable to them. It is generally conceded that the Burlington Route, running in connection with the Rio Grande road, is the best one for this purpose. There are several reasons for this. These roads operate together, and wait for each other in case of delays. The Burlington, (and there is no other line between Chicago and Denver) passes through as fine scenery as can be found on any other line. At Denver many short excursions can be taken. After leaving Denver, the next point of interest is Manitou, where is located the famous Garden of the Gods. Pikes Peak is near, and other places worth visiting. Beyond Manitou the road passes through the Grande Canyon, whose perpendicular sides rise a thousand feet from the roadbed; then over Marshall Pass, where it reaches the highest elevation of any railroad in the world, being nearly 11,000 feet above sea-level. There are many other places of interest and beauty through which the road passes, but they cannot now be mentioned. All of these cannot fail to be a source of interest to teachers next summer, and an inspiration to them in the class-room long after the journey is ended.



ASA GRAY.

Asa Gray, the foremost systematic botanist of America, died at his home in Cambridge, Mass., after a protracted illness, on the 30th of January, 1888, at the age of seventy-seven. No other American naturalist has ever held such a position among the naturalists of the world, and it is probable that no man of the present generation will attain an equal rank in Professor Gray's own special field.

The following biographical sketch, somewhat abridged, is taken from "Catechett's Literary Reader":

Born in Paris, Oneida county, N. Y., November 18, 1810, he first studied medicine, but his enthusiastic love of botanical investigation withheld him from the practice of his profession. In 1834 he received the appointment of Botanist to the United States Exploring Expedition, but, impatient of the delays which hindered that enterprise, he resigned his office in 1837. About that time he was chosen Professor of Botany in the University of Michigan; before that institution was opened, he accepted the Fisher Professorship of Natural History in Harvard University, and has ever since filled it with honor to himself and great advantage to science. His first contribution to the literature of botany was North American Gramineæ and Cyperacæ, of which two volumes were published in 1834-35. This brought him prominently before the scientific world. His botanical career, however, may be said to date from his reading, in December, 1834, before the New York Lyceum of Natural History, of "A Notice of Some New, Rare, or otherwise interesting Plants from the Northern and Western portions of the State of New York." In 1835, in conjunction with John Torrey, M. D., he prepared the first part of "The Flora of North America." The collections made by the Exploring Expedition of Commodore Wilkes during the years 1838-42, except those obtained from the Pacific Coast, were placed in the hands of Professor Gray for elaboration, and the fruits of his labors are preserved in two volumes on the Botany of the United States Exploring Expedition. His numerous papers in the memoirs of the learned societies, although not of a popular character, comprise a large part of his most important contributions to science. The most generally interesting one is his Memoir on the Botany of Japan in its relations to that of the United States, which subject was followed up in his address as President of the American Association for the Advancement of Science, delivered at Dubuque, August, 1873. But while, by the works above mentioned and many others unnamed, Professor Gray has won fame at home and abroad, he has established a still stronger claim upon the grateful respect of humanity by his untiring and successful efforts to popularize the study of botany by means of elementary books. Within a few years, he has produced several books of an elementary character, which combine literary grace and substantial instruction in singularly happy union. Among these are "How Plants Grow," "How Plants Behave," "Lessons in Botany," "The School and Field Book of Botany," etc. Professor Gray possesses remarkable qualifications for this work, his expositions being singularly clear, and his style in all respects attractive.

His latest work has been devoted to the completion of his exhaustive "Synoptical Flora" and to the supervision of the issue of the remaining volumes of the new "Botanical Text-Book." This work will undoubtedly be completed by his successors and disciples in the university which has been so long enriched by his labors and personality, and to which are left his great herbarium and noble library.

SARATOGA AND ROUND LAKE COMBINED.

We congratulate the patrons of both schools on the happy union of these two worthy educational institutes. Next summer's session will be held in both places. The five schools, or departments, such as the School of Methods, School of Languages, School of Art, School of Music, and School of Oratory, will begin their respective exercises July 10 at Round Lake and Saratoga. July 11, the formal Opening Day, exercises will occur in the afternoon at Round Lake. Here the School of Methods will carry on its first two weeks' work, opening at Saratoga July 24 with an entirely new program. Thus four weeks of the best method instruction will be arranged for those who wish so long a course, while two-week courses, complete in themselves, are planned for the needs of other teachers.

The other schools have courses of five weeks under the most experienced instructors. Primary, grammar, psychological, musical, oratorical, and linguistic courses will be given day after day, so that all possible individual combinations of studies can be made by teachers, and thus great economy of time and money secured.

Day teachers who are also interested in Sunday school work will find at Round Lake all the advantages received at Chautauqua or Framingham. Dr. Coas. F. Deems, of New York, brings his school of Christian philosophy here; Prof. Mietzke has a musical festival, aided by soloists, trained choruses, etc.; Rev. Sam Jones conducts services for a week, and Dr. Farrar, aided by scores of lecturers and workers, conducts the Sunday School Assembly.

The list of teachers already secured as instructors includes those who have been previously tried and found invaluable, and there is enough new material to give variety, and present the new features of educational advancement.

We notice in the faculty for next year a large number of workers from this state, such as Dr. Jerome Allen, of New York City; Miss Sarah L. Arnold, Principal of the Saratoga Training School; Prof. Walter S. Perry, General Instructor of Drawing in the Pratt Institute, Brooklyn; Mrs. H. J. Carter, teacher of drawing of this city; A. W. Norton, principal of a grammar school, Elmira; Prof. J. D. Gailord, author of a series of French text-books, and instructor in Albany, and Dr. Ed. W. Bemis, now giving a series of lectures on Civics in Buffalo. Miss Caroline T. Haven, principal of the kindergarten school, 54th st., is to have charge of the kindergarten department. Prof. B. R. Fitz, of this city, will be at the head of the School of Art.

Other departments will be conducted by Professors Payne, Balliet, Metcalf, Frye, Parler, Shaylor, Butterfield, Arms, Pratt, Kimball, and Simpson.

The school of music will be under the direction and instruction of Messrs. Hile and Keene, from the New England Conservatory of Music, Boston.

The United Summer School will be managed by Chas. F. King and Walter S. Parker, of Boston, whose past experience has been such as to enable them to make a successful summer program for enthusiastic teachers.

H. M.

SCHOOL LIBRARIES.

By DWIGHT M. HOLBROOK, Clinton, Conn.

Some are born lovers of books, these require wise direction; some achieve the love of books, these need constant encouragement; and some have or should have the love of books thrust upon them, with these we are chiefly concerned.

How are we to awaken an enduring interest in good books in the minds of those who are indifferent? This is oftentimes a difficult problem, well worth our best thought and effort. The lives of great men show how important a factor of their greatness was their love of reading. "Education begins the gentleman; but reading, good company, and reflection must finish him."

At the outset it may be admitted that there are some in whom it is impossible to implant a love of reading, though this admission should only follow full and faithful endeavor.

The right ones to interest in reading are the children themselves and the one to move in the matter is the teacher.

Fully realizing that the overworked, underpaid and much advised teacher is already, in many quarters, held responsible for the ills that afflict the body-politic, I am loth to lay one straw of further responsibility on his overloaded back.

The mother is the natural door to the beautiful world of books but in our artificial division of labor, natural

agencies are apt to become warped or inoperative so that the teacher, standing *in loco parentis*, is obliged to act.

To be practical, let us suppose a teacher of the right sort, who is desirous of doing her whole duty by the pupils in her charge, to be at the head of an average district-school. She should be a reader herself, since it is indispensable that she knows whereof she affirms; otherwise her advocacy of the importance of reading will be about as moving as the legend on a sign-board.

Our teacher finds herself in a non-reading community which thinks it has fulfilled all reasonable demands when it turns its "unlicked cubs," loose on the new school ma'am.

Two courses are open to her.

If she can find three or four suitable young ladies who have the requisite true public spirit she may interest them in this question, form committees to canvass the district and solicit funds and contribution of books. Some of the neighboring families may be induced to donate books, which like swords rusting in their sheaths have still great usefulness in them. Different library laws exist in different states. Interview the local committeeman as to the steps necessary to receive any financial aid assigned by law.

The other and generally more feasible course is to begin with the children. This leaves the entire direction of affairs in the teachers' hands and avoids any little jealousies on the part of any who may feel slighted in not being put on some of the committees. Get the children to join in giving an exhibition consisting of declamation, recitation, tableaux, etc., and charge admission. A festival, fair, supper or any of the various contrivances now rife for beguiling money out of people's pockets, might, in particular instances, prove more remunerative.

There may be one or more old scholars living in distant cities who have been prospered in this world's goods and who would, upon proper representation, contribute for the sake of "Auld Lang Syne." At any rate, give them the opportunity. The more people contributing, the more widespread the interest. A sense of ownership will be developed which will be of assistance when the more difficult task of reading the books comes.

The next question concerns the expenditure of the money. The first selection of books should be carefully connoisseur. The age, capacity and range of the different pupils should be taken into account. Do not, at the beginning, aim too high and get ambitious books, which every pupil ought to read but which, in fact, very few do. St. Paul's advice as to the relative advantages of a milk over a meat diet for babes is put to this subject. Rome was not built in a day, nor is a taste for reading developed in a night. Remember that it is a sign of great progress in many to read at all. Build on the actual and not the ideal foundation.

Girls form a taste for fiction earlier than boys. The latter, in general, have a lofty contempt for novels and affect true narratives of "moving accidents by field and flood." In your first selection have a few cyclopedias, — Champlin's Cyclopaedia of Common Things, and Persons and Places are admirable. For the boys, Nordhoff's Men of War series; Gordon Cumming's Wild Men and Wild Beasts. For the girls, some of Miss Alcott, The Bodley Books—Olive Thorne's books. For the boys, the voyages of Drake, Magellan, Vasco de Gama, Pizarro. Girls' one vol. edition of the more popular poets; some of Dickens, Scott, Cooper. For particular guidance, get some approved list of books, write to the nearest librarian stating in general the various tastes you wish to cater to and the amount at your disposal.

If you know of no bookseller in your vicinity, I can recommend you to send to the publishers of the JOURNAL for a list of the 1000 Best Books for School Libraries.

Your library should from the start, range into two well-defined divisions, that which is confessedly instructive and that which, primarily entertaining, is only incidentally instructive. At first, expend more on the latter, for you must bait attractively the hook that is to pull your pupil out of the slough of indifference.

The portion useful for reference and aid in preparing lessons should be kept on the premises. The other books should go to the homes. Parents will often read them, and the school library become a necessity in the family. Put your books behind glass; conveniently arrange them so that the juvenile books are within reach of the younger pupils. Issue once a week, Friday preferred. Books should receive careful handling; to this end reprove all abuse, but remember that in time they show age and use. Do not worship them to such an extent as to dread to have them used.

It was said of a prominent bridge engineer that whenever he had completed a bridge he hated to have it used for fear it would be injured.

Books are meant to be read. If they repose unused, your library represents lost money.

Most librarians cover their books as fast as they buy them. Some never cover. If there is time a compromise is advisable. Cover each book as it is called for (older pupils as "assistant librarians" will greatly lessen this task) and when returned, carefully remove the cover and preserve it for future use. The Van Eyren adjustable book cover, sizes A and B (A will do for all ordinary sized books) will be found convenient.

In this way the attractive and artistically beautiful bindings (in themselves an incitement to read) are not hidden from sight. Hedge the library by as few rules as possible. Smooth all obstacles from the path of its beneficiaries. Never appear to confer a favor when giving out books, but rather show that you are pleased at the desire for them.

Know the books yourself so as to intelligently interpret the wants of those who are dumb.

One who is at home in a library is in danger of underestimating the helplessness of the uninitiated. They are as perplexed as they stand before the well filled shelves as a traveler lost in the catacombs.

Their fancy may be caught by the title of some book ridiculously ill-adapted to their capacities. I remember a little Irish girl who called for Merrivale's History of the Romans, thinking to get a book on Romanism. It is not enough to give out the book called for. In many instances this is precisely the book not to issue. Direct and counsel in the choice, always striving to give the right book to the pupil, that is, a book adapted to increase and not dim the zest for reading. After the novelty has worn off, interest in the library will wane, one by one the readers drop off. Assume the offensive; note their failure to get books, make opportunities for talking up some new book, strive to interest them, and give it them to read. From time to time question them as to their progress. In short, lead, pull, push them through it. In the case of pupils who perform all regular school work in a faithful, plodding manner, but cannot be tempted into any side excursions into the domain of knowledge, require them to prepare compositions on some subject, and assign certain books to be read in preparation. Their compositions may be poor enough, but at any rate they have read one book thoroughly, and that may serve as a foundation.

In connection with the library, one or more juvenile periodicals can be used to advantage. These contain a fund of fresh, varied information and amusement, specially adapted to supplementary work.

Where there is a sizable library in the school or town, the teacher in geography, before taking up a new country, should get a list of all the books bearing on it, and assign particular books to individual scholars, requiring a written or verbal report on the various topics enumerated. This is equally applicable to history, literature, the sciences, and biography.

Public librarians are fully alive to the importance of this subject. The able librarian of the Worcester library has established suitable branches of it in various neighboring schools. The modern librarian is a thoroughly versed and versatile man who knows the possibilities of his library, and can at short notice furnish a list of all books in it, bearing on any subject. Conference with them would be fruitful in hints and suggestions. It will be found advantageous also to read or glance through the columns of book notices. One can thus keep informed of the new books that are issued, though implicit reliance is not to be placed on the criticisms of them. In every school, blessed with a library of any size, a class for library practice should be formed. Divide the older pupils into divisions of four, five or six, and let them alternate in answering the questions, which in every large school come up to the principal. Urge all the teachers and pupils who desire information on any point to hand in their requests in writing. At first it will be found much more laborious to aid the neophytes than to answer the questions yourself; but if the custom is followed persistently, they will in time become quite expert in following up the slightest clue and a feeling of pride is engendered, causing them to hunt through the entire library rather than give up. By this means the library becomes a more prominent factor in school-work; but the greatest good results to those who are subjected to this training. They are carried through a wide range of books, their horizon is expanded; they realize as never before what a wonderful thing a library is, and they are stimulated and elevated in their own courses of reading.

In conclusion, the whole theory of reading is based on the supposition that, other things being equal, good books are more attractive than bad, and that the reader will choose the good if access to it be equally facilitated; that many of those who do not read, need to be gently but constantly encouraged, even mildly forced until the habit takes root; that all should have it impressed on them that study for the majority is but for a few years, while reading is for a life-time; that reading cherishes study, and in comparison, is a relaxation, which of itself enlists an unconscious interest, often a better absorbent than the enforced attention of study.

TENURE OF OFFICE.

NEW YORK CITY.

In New York the position of the public school teachers is reasonably secure. This security is provided for in the law creating a department of public instruction for the city and county of New York. In the first place, teachers are elected once for all, presumably to serve during efficiency and good behavior. There is no recurrence of election whatever. The barbarism of annual election is utterly unknown in the system. There are three modes of removing teachers: (1) By the board of education, upon recommendation for cause by the city superintendent, or a majority of the trustees for the ward, or a majority of inspectors for the district; but not without a three-quarters vote. (2) The board of trustees for the ward, by the vote of a majority of the whole number of trustees in office, may remove teachers, other than principals and vice-principals, provided the removal is approved in writing by a majority of the inspectors of the district; but the teacher so removed has the right of appeal to the board of education, and may be reinstated if the board so decides. (3) By revocation of license by the city superintendent, for cause affecting morality or competency, and the written concurrence of two of the inspectors of the district in which the teacher is employed, the teacher having the right of appeal to the state superintendent, and the revocation taking effect only after the confirmation of the state superintendent. In short, the principle of fixity of tenure is fully recognized in the New York system. There is no such thing as summary dismissal or arbitrary removal. The teacher once appointed is not subject to removal except for cause touching his morality or competence, upon charge of responsible officers, and sustained by competent evidence. And thus the fundamental requisite for a good status for the teacher has been provided.

BOSTON.

On the other hand, in the Boston school system, the oldest in the country, and that which has been most commonly ranked with New York as a representative system, the teachers hold their position by a tenure as insecure as it can well be made. In the infancy of the system, the famous Master Cheever was inducted into the office of principal of the Latin school with much pomp and ceremony. He had come to stay; and he did stay until "time took him off," after he had got well into the nineties. He had probably never heard of the absurdity of electing schoolmasters annually; but in an evil day some short-sighted reformer introduced this bungling contrivance of getting rid of incompetent teachers, and, as time has gone on, the condition of teachers in respect to security of position has grown worse instead of better. There is nowhere, either in statutory provision or in the by-laws and regulations ordained by the school board, any recognition of the principle that the teacher has any right to continuance in the service, no matter how unexceptional in conduct or capability. Every principal is liable to be dropped from the service at the end of the year unless he obtains the votes of a majority of the whole number of members of the board, this majority being the legal quorum. Hence, the loss of a single vote would cost the master his place, if there happened to be only a quorum present at the time of voting. The case of the subordinate teachers is still worse. Unless nominated to the board by the majority of their district committees, their re-election is not even considered by the board. In fact, no teacher is accorded the right of being notified of any intention to drop him from the service, and, when dropped, has no redress, not even the poor satisfaction of being informed for what cause he has been deprived of his means of livelihood. This precariousness of tenure has been aggravated and rendered less endurable by the system of supervision inaugurated by the supervisors.—*The Schoolmaster, London.*

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

THE MANUAL TRAINING COURSE OF STUDY IN NEW YORK CITY.

* FIFTH GRADE—PRIMARY COURSE.

LANGUAGE LESSONS.—*Reading*—from the blackboard charts, and a First Reader; the meaning of phrases and selected words to be associated with their use in the sentences read; *spelling*—words selected from the reading lessons; also, other familiar words: lessons on the obvious parts and uses of familiar objects, and on common colors, continued.

FORM AND DRAWING.—*Form*—cylinder, square prism, hemisphere, circle, semicircle, triangle; curved surface, curved face, curved edge, curved line: measured lengths, (inches).

Drawing—angles—right, acute, obtuse; triangles; square and oblong faces of solids; curved and straight lines combined; circles and semicircles, by free-hand movement; divide lines into equal parts; draw inch lengths.

WRITING.—Short words (from copy).

NUMBER.—*counting*—by threes, fours and fives to 50; adding—by twos, threes, fours and fives to 80 (on the blackboard and the slate); *subtracting*, by splints, etc., from numbers below 20; *multiplying* two by the numbers below six; *numbers*—to be read at sight from the blackboard, and to be written through three places: Roman numbers—through XII; also, their use on the clock face.

VOCAL MUSIC.—Continued as in the Sixth Grade, with two or three simple songs, and the scale by rote; represent steps of the scale, and give simple ideas of time.

FIFTH GRADE MANUAL.

FIRST SERIES OF LESSONS—TIME: TWO MONTHS.

FORM.—*Cylinder*—Place a sphere and a cylinder before the pupils. Request them to hold the sphere in one hand, then in both hands; to hold the cylinder in one hand, then in both hands; to *clasp* the cylinder; to roll the sphere, then the cylinder, and to tell how each rolls; to compare their surfaces, and to observe that the surface of one is *curved evenly every way*; that the surface of the other is *curved but one way*; that it has *flat faces*; pupils to find other objects of the same shape.

Teach the name, *cylinder*.

Making the Cylinder.—Teach the pupils to make the cylinder from clay. As the cylinder is curved only one way, and will roll only forward and backward, the clay must be rolled only forward and backward to make a cylinder.

During the process of making the clay cylinder, the ends of it should be struck frequently on the slate or desk to make them flat.

Angles.—Teach the names, *right, acute* and *obtuse*.

Location.—Repeat the exercises of the Sixth Grade, using the sphere, cube, and cylinder as objects to indicate locations described; and add the terms, *near together, far apart, opposite, left to right, right to left, side by side, end to end, across, through, face to face, etc.*, each as its use becomes necessary.

Edges.—Request the pupils to look at the edges of the cylinder and at the edges of the cube, and to notice how they differ—one evenly bent, or curved, the other straight.

Teach the names, *curved edge, straight edge*.

Faces.—Request the pupils to observe the faces of a cube and the faces of a cylinder, and to tell what difference they see and to tell what the faces of each are like. Teach the name, *circle*, and ask the pupils to find circles in other objects. Teach the name, *circular face*.

Circle and Curved Line.—Place a cylinder, a piece of fine wire, a string and a strip of paper before the pupils.

Request them to roll the strip of paper around the cylinder, to slip it off, and, holding it with thumb and finger, to look at the hollow end of the paper; then to bend the wire around the cylinder and to slip it off; then to make the cylinder stand on the slate, and to draw a line around it with a pencil; then to make it stand on the other end, and to draw a line around it, as before. Lead the pupils to see that the edge of the paper cylinder, the bent wire and the two drawn lines are all of the same shape.

*The fifth grade of the primary course in New York City, comprises the children who have been in school five months, and have passed from the lowest, or sixth grade, primary, into the next higher.

Teach the term, *circle*, as the name of the shape within the wire and the drawn lines.

Lead the pupils also to notice that the bent wire and the two drawn lines are like the *curved edges* of the cylinder.

Teach the name, *curved line*. Let the pupils represent curved lines in various ways.

DRAWING.—Train the pupils to draw circular forms on their slates with a free movement of the arm—making the curved lines several times in the same place or nearly so, and without taking the pencil off.

Repeat this free-hand drawing until the pupils have gained facility in making evenly curved lines.

FORM.—*Cylinder and Square Prism*—Place a cylinder and a square prism before the pupils. Request them to hold each in one hand, then each in both hands; and to clasp each; lead them to notice that only one will roll, that both will *slide* and *stand*. Let them compare the surfaces and then the faces, noticing that one has a *part of its surface curved* and *parts of it flat*; that the other has *only flat faces*; that one has *straight edges* and the other *curved edges*; that one has two circular faces and the other two square faces and four oblong faces. In each case of the handling and observing the forms, request the children to *tell what they see, feel or find*. Do not tell them, first, what to find.

Modeling the Square Prism.—Direct the pupils to make cylinders from clay, as before; then to flatten them lengthwise on opposite sides, so as to make four oblong faces; and to keep the ends flat to form the square faces.

Let the pupils compare the clay prism with the model of wood, and correct the errors. Teach the name, *square prism*.

Teach the pupils to represent with sticks the ends and the sides of the square prism; let them count the squares and the oblongs. Let them fold *paper* to represent the several faces of this prism.

DRAWING.—Request the pupils to draw the separate faces of the square prism. Let them draw a line across an oblong, so as to form a square, and draw a line across a square, so as to form oblongs. Draw the lines long enough to secure free arm movement.

SECOND SERIES OF LESSONS—TIME: TWO MONTHS.

FORM.—*Sphere and Hemisphere*—Place a sphere and a hemisphere before the pupils. Request them to hold both in various ways, to compare their shapes, to notice the surfaces of each and the face of one, to compare this face with the ends of the cylinder, to find some shape in other objects; use the names, *plane face, curved face, hemisphere*.

Modeling a Hemisphere.—Require the pupils to make spheres from soft clay; then teach them how to hold the clay sphere in the left hand, and, with a thin, stiff card to *cut it in halves*, thus forming hemispheres. Let the pupils compare these with the model hemisphere of wood, and correct defects. Use the name, *hemisphere*.

Location.—Put before the pupils several forms, and direct them to place each as a location is described; then let the pupils tell where each object is placed. Let pupils place objects, and describe the location of each.

Teach new terms of location, as necessary.

Circle and Semicircle.—Place a circle and a semicircle before the pupils, together with pieces of paper of each of these shapes. Let the pupils compare them; then direct them to fold the paper circle into halves, and to compare it with the model; then let them open the folded paper and observe that each half is like the model. Direct them to fold the paper circle again through the middle, so that the second fold shall cross the first one and form right angles.

Teach the name, *semicircle*, for half of the circle.

Let the pupils represent semicircles with sticks and bent wire.

DRAWING.—Pupils to draw curved lines and straight lines in combination, so as to form semicircles; also draw circles, squares and oblongs. Request the pupils to draw, from memory, each kind of *angle, right, acute, and obtuse*.

FORM.—*Square and Triangle*—Place before the pupils square and triangular prisms; also triangles of three kinds and a square. Request the pupils to compare the square and the triangles with the faces of the prisms. Request the pupils to tell what kind of angles each three-sided form has.

With *paper squares* teach the pupils to fold squares from corner to corner, so as to make forms with three corners.

With *strips of paper* teach the pupils to make by folding the different corners found in the forms before them; and require them to tell the kind of angle that each corner represents.

Require the pupils to count the angles and sides on each of the plane forms before them; also on the

faces of the prisms. Teach the name, *triangle*, for all plane forms with three sides and three angles.

FORM. (*Exercises Leading to Measured Lengths*).—Fold squares from side to side, into *two equal parts*; again fold them from side to side, into *four equal parts*.

Fold strips of paper into *two equal lengths*; into *four equal lengths*. Find half of the length of a string or a strip of paper; find a quarter of the length of a string or of a strip of paper.

Divide lines into *two equal parts*; divide lines into *four equal parts*. Find half the length of a line; find a quarter of the length of a line.

Teach inch length with inch squares and inch cubes. Extend measured length to four inches.

DRAWING.—Request the pupils to draw triangles with each kind of angle. Let them count all the right angles, all the acute angles, all the obtuse angles, and tell how many they find of each kind.

Let them draw two-inch squares; oblongs, two inches by four inches.

*THE FAIRIES OF NATURE.

By ANNA JOHNSON.

How many like to hear and read fairy stories? Why do you like them? Tell me of some you remember.

Are fairies visible? That is, can they be seen? Are they real? Don't you wish they were real?

Now, I can tell you of some real fairies working around us all the time and doing wonderful things. Like the fairies in the stories they are invisible, but we can see what they have done and are doing.

When water is placed over the fire, a fairy comes along, or out of the fire we may say, and carries it away in the form of steam. What is that fairy called? Its name is *Heat*.

Place the water out of doors on a cold day and along comes another fairy and chains it up and we call it ice. What fairy is this? We name him *Jack Frost*. He also comes on cold days and waves his wand over the window panes and what happens? Beautiful pictures appear, more beautiful than artists can paint.

What other fairy paints the lovely rainbow in the sky, and gives the beautiful colors to the clouds at sunrise and sunset? The fairy *Light* loves to surprise us with his work, and by his magic touch fills the whole earth with ever changing beauty.

What makes the plants and flowers grow and put on such beautiful robes? It is because they have been kissed by the fairy *Sunbeam*.

There is a fairy beckoning things to the earth. It is beckoning to this pencil now and unless I hold it firmly the fairy *Gravitation* will get it away from me and pull it down to the floor.

Show a loadstone or magnet and let the children see how it draws needles and anything steel that is not too heavy. Take a piece of glass, put tacks or needles on it, and then draw the magnet on the under side of the glass and let them see how the things will dance around on the glass. You see this is a lively fairy it makes things jump and dance about. Its name is *Attraction*.

There is another that holds things together. If I want to break this pencil or piece of wood, or tear this cloth, I must use some force, for the fairy is holding every particle tightly and trying to keep it together. This is called *Cohesion*.

There is another fairy that travels very quickly and carries messages for us far away over land and under the sea like lightning. We are continually learning more about this fairy and coaxing him to work for us in a great many ways. We call him *Electricity*.

There is a very beautiful fairy, a member of the Frost family, who touches the vapor in the clouds and transforms it into beautiful stars or crystals. Its name is *Crystallization*.

You see these are not imaginary fairies like those of which we read, and if they are not real beings, they are real forces, which if we treat well (that is in the right way), they will be our friends and we can make them exceedingly useful.

In our future lessons we will try to learn more particularly about each one.

*Suggested by Miss Buckley's Fairy Land of Science.

A voice upon the hillside wakes,
A rill begins to laugh and leap,
And nature starts, and stirs, and breaks
The silence of her long, white sleep.

—JAMES B. KENYON

HISTORY.—ITS SCOPE, PURPOSE, AND METHODS.

By SUPT. C. E. MELENEY.

From a lecture delivered before the Industrial Education Association, and reported by E. L. Benedict.

THE SCOPE OF HISTORY.

It is customary to begin the study of history with one's own country, but I believe we should not confine ourselves to our own borders. Is it too much to expect young children to become familiar with the origin of the human race, the migrations, the great civilized nations of antiquity, the birth of Christianity, the Dark Ages, the revival of learning, the Reformation, the discovery of the New World, the progress of civilization and the wonderful conditions of the present day?

We can be still more specific. We can teach the history of civilization, how people have lived, their homes, their occupations, their hunting, fishing, boat-making, exploring, trading, etc.; the history of manufacturers, inventions, and machinery. Every element that has entered into the progress of the world has a history which may be studied independent of countries. History links the present with the past. We can look way back through the ages to primitive beginnings and see from what we have come, and realize our relations to those who have gone before.

ITS EFFECT ON THE MIND.

What is the purpose of all this? To bring to us our inheritance, to enable us to better appreciate present advantages, to inspire patriotism, to exercise the intellectual faculties, and to quicken the sensibilities, to create a love for reading and study, to cultivate good taste and exercise discrimination and judgment.

By leading the child from stories of romance, with which the study of history should begin, to actual history the teacher will call into activity the imagination of the child, its memory, judgment, and the power of generalization upon material and moral facts. The proper exercise of these faculties should be constantly in the mind of the teacher as much as the acquisition of knowledge. The effect should be a love for the study of history while in school, and in after years, and a plan by which it could be pursued without the aid of an instructor.

PRINCIPLES.

In preparing a course in history we should take into consideration the facts of mind development, the age and ability of the learner. Thus with little children begin with romance, tell interesting true stories that will impress important facts and moral truths, and awaken the mind. Subjects which do this should be selected, regardless of the field or the age to which they belong. The story of Joseph is just as easily understood as that of George Washington. Later the stories of the lives of great men connected with our own country may be chosen. Facts woven in with the names of these men will make a deeper impression than if isolated. Later still, the pupils will study more in detail.

The order of the subjects should correspond to the order in which the faculties are unfolded.

The study of history is not adapted to cultivating the perceptions, hence very little can be done before the fourth or fifth year in school.

As many faculties as possible should be cultivated by it. The reason why some children do not like history is because the memory alone has been exercised. We should call to our aid, always, the imagination, and the reason as well. Even young children can reason, though this faculty does not reach its full strength till late in life. The philosophy of history, except in its simplest ideas should be assigned to the higher grades.

Another principle involved is that the child learns by self-activity. Hence as the work advances the teacher should concern himself in directing the pupil to the place where facts may be found. But I do not believe the child should be put to great efforts in finding out for himself. The tasks given him should be those which he can accomplish, and come off with the joy of victory.

We must bear in mind also that self activity has two phases, the receptive and expressive. During oral instruction the little minds will be very active in grasping the thought if they are interested, as is shown by the sparkling eye, the glowing cheek and restless eagerness with which they attend, leaning forward to catch the teacher's words.

But the expressive activity is vitally important. I am aware that the subject does not afford such a good opportunity for variety of expression as does geography, because the facts cannot so easily take shape;

the reliance must be chiefly upon language, oral and written.

A few other principles involved are:

Instruction should proceed from the simple to the complex.

Facts should be taught before causes; individual cases, before general conclusions.

Every subject should be taught as thoroughly as the capabilities of the pupil will allow.

All instruction and training should tend to the establishment of habit.

METHODS.

In elementary classes the teaching is largely oral. The teacher tells or reads the story or has it read by one of the class. Discussions and explanations follow, questions are asked, and answered and interest awakened. The story is then told in part or as a whole, by one or more of the children after which it may be written as a composition. Leading points or questions might be written on the blackboard to guide the children in getting the main facts.

A year later use a primary history as a reading-book; have the chapters discussed and reproduced as before. The facts may sometimes be arranged for topical recitation.

It is important to use pictures as much as possible in the primary grade. Scrap-books can be made of pictures cut from old papers and books. They may be of persons or places. If more convenient paste them on cards. At the recitation pass the pictures around and have the children recite orally or write the story.

In succeeding years more advanced books are used, the subjects of the lessons are arranged by topics and the pupils are permitted to write them up by themselves as much as possible. Before leaving the grammar grade pupils should be able to produce outlines or skeletons of topics, and to stand up and enlarge upon each point when called upon.

Maps should be used whenever possible, and battle grounds may be represented on the molding-table.

Take advantage of every conspicuous character in history to impress moral lessons. Bring out the sterling qualities of men like John Winthrop and Roger Williams.

In connection with the text-book, encourage the reading of historical poems like Evangeline, Miles Standish, John Endicott, etc.

During the last year of the grammar department it will be well to allow the pupils to bring books by different authors. The varying accounts increase the interest and throw the work into the line of research. The freedom a child feels in reading for research stimulates him more than studying an assigned lesson.

In this same period pupils should recite patriotic speeches, historical poems, etc.

Very little time should be spent upon wars and the details of battles; it is more important to teach the great periods of peace and prosperity.

Diagrams can be used in many subjects with great advantage. Pupils like to do work that calls the hands into exercise, they will give such a subject greater attention, and remember it more easily.

Historical games are also useful and interesting. Here are a few:

1. Let each pupil personate some character in history, give a little account of himself, and let the class guess who he is.
2. Let one leave the room, others name him and on his return make remarks about him, until he guesses his identity.
3. Let him assume a character and others ask questions which he can answer by yes or no, until they guess who he is.

ADDITION.—ITS IMPORTANCE AND HOW TO TEACH IT.

By SUPT. E. T. PIERCE, Pasadena, Cal.

SECOND PART.

Pupils are first taught to know what 1 added to each one of the digits equals. Place the combinations on the board in two ways, sometimes with the 1 over the others, and sometimes with it under. Drill on these till pupils know the sums as they know the words "in" and "to" without thinking of the letters that compose those words. 1+8, or 1 under 8, or 1 and 8, always spell 9; 7 and 1 always spell 8, as *t* and *o* spell *to*.

Next take up the combinations of 2 with the other figures. Thus proceed with the combinations of 3, 4, 5, 6, 7, 8, and 9, reviewing all of the previous combinations

until pupils do not really add, they see the sum. Ask them to spell different numbers, thus: "What numbers spell 9?" "4+5, 3+6, 7+2, etc." "What two numbers spell 17?" Ans.: 8+9, etc. It may aid pupils when studying 9, to show them that that number added to any other number will give the same unit figure that 1 subtracted from that number will give: thus, 9+8=17, unit figure 7: 8-1=7, etc. Also 8+6=14, with figure 4: 6-2=4, making the same fact true of 8+2.

As early as possible have pupils add columns of figures that will embrace only the combinations already learned. For example, after having learned the spelling of 1 and 2 with the other digits, the following, or similar columns could be taken.

Pupils	1	2	3
add "four, five, seven, nine, ten;"	sec-	2	2
ond column, "one, seven, nine, one,"	or	2	6
21 whole sum; third column, "five,		1	3
seven, eight, one,"	or	11	whole sum.
		3	9
		2	

After all the combinations are learned, 1 pupils will take such examples as below. 10 21

Teach them that in any combination that makes more than ten, although only the unit figure is named, one ten is added to the tens, and that more than one ten at a time cannot possibly be obtained.

9 8 9 Pupils add, "one, naught, nine (immediately 3 4 5 seeing that 7+2=9) seven, naught, four," 6 4 3 (seeing that 9+5=14) and they have 54, keep- 4 6 8 ing the tens in their minds. Write down the 4 2 0 4, begin with the five to carry. Pupils, "five, 8 3 2 (as 6+4=10) three, naught (as 4+3=7 and 6 4 7 7+3 spell naught) eight, six, four," combin- 4 8 9 ing two figures when possible before adding 1 4 4 unit's figure, and they have "54;"—"three, 8 6 7 eight, four, two, naught, eight, seven, fifty- 5 7 4 4 seven." It is astonishing how rapidly pupils will learn to add by this method, and what combinations they will see at a glance.

Of course the system is not new, and yet I first saw it used by graduates of the San Jose Normal School, of California. I have in vain tried to find who was the first to use it, or who compiled the card or tablet which I shall give afterwards, with the permission of the Editor. I am indebted for help in this to Miss Luella Duncan, a teacher in the 2nd reader grade of the Wilson School. Pupils in her class, with a very short drill each day, can add more rapidly than ninety-nine in every hundred teachers. It will pay teachers to have the tablet printed and out a copy in the hands of every pupil. It can be used in all kinds of number work, as will be seen. But above all let us have more rapid adders go out of our schools. This knowledge will be used ten thousand times, where they use cube root and allegation once.

A LANGUAGE LESSON.



What are these boys' names?

Where do they live?

What are they doing?

Why are they thus engaged?

Write the answers to these questions, then combine them in a story, describing the boys, the kind of home you think they have, and the circumstances which you think caused their present actions.

The picture should be drawn on the board and covered until recitation time. Then uncover it, and proceed as indicated.

LANGUAGE LESSONS.

By MISS CLARA MILLINGTON.

While the children's heads were bowed a little one took from the box of toys a hammer.

"Look up, children! What has Grace?" asked the teacher. "Ethel may answer."

"Grace has a hammer," said Ethel.

"You may come and take one too. Sophy, what have Ethel and Grace?"

"They have hammers."

"What do you see, Florence?"—holding up another toy.

"I see a hatchet."

"What did you see, May?"—putting the toy out of sight.

"I saw a hatchet."

"Class, bow your heads. What do you hear, Jessie?"

"I hear clapping."

"Raise your heads. What did you hear, Eveline?"

"I heard clapping."

"What has this book in it, Dora?"

"That book has pictures in it."

"What have these books, Mamie?"

"Those books have pictures in them."

"Look at the picture once, children, and then look at me. What was the first thing you saw in the picture?"

"The first thing I saw was a lady."

"And who are clustered around the lady?"

"Four children with kittens in their arms."

"Only four children? Grace?"

"Julia left out the baby."

"Yes indeed! We must not leave him out. What is the baby reaching toward?"

"He wants the big cat."

"Yes. He is the smallest child of all, but he wants the biggest cat. How is the lady dressed?"

"She has a blue jersey on."

"Tell me something about what the others wear."

"The little boy has a blue suit and the biggest girl has a red waist and a red striped skirt."

"What is Pussy saying?"

"She is saying 'Mew!'"

"What does 'Mew' mean?"

"It means, 'Give me my kitties.'"

"It may mean, 'Take care of my kitties!' for Pussy doesn't want any one to hurt her children any more than mamma wants any one to hurt you. Now, who will tell me all about the picture? Emma."

"I see a lady with four children around her and a baby. The lady has a red waist on, and the four children are holding kittens in their arms. The biggest girl has a red waist and a red striped dress and the boy has a blue suit on. The baby is reaching out after the big cat. The cat is saying 'Mew!' to the biggest girl. That means, 'Be good to my kitten.'"

Put your books in your right hands. Left hands. Right. Left.

Put them on your heads. Hold them up over your heads. Hold them 'way up above your heads.

Hold them over the desks. Lay them on the desks. In the desks. Hold them under the desks.

Grace, lay your book on this chair. Julia, lay yours under Grace's. Eva, hold yours over them both. Jessie, lay yours under the chair. When it is under the chair it is on what? Pick it up and lay it on the chair—not on the other books, but on the chair.

"Dora, what have I in my right hand?"

"I don't know."

"Why don't you know?"

"Because you're holding it behind the book."

"I'll lay the book down, then. Now tell me."

"I don't know, because you're holding it behind your back."

"Now tell me what I have in my hand."

"You have a button in your hand."

"How do you know?"

"Because I see it."

"Geneva, come here. Close your eyes tight. What am I holding beside your head?"

"You are holding a watch there."

"How do you know?"

"Because I hear it ticking."

"Ethel come here. Shut your eyes. What am I holding before your face?"

"Flowers."

"How do you know?"

"Because I smelt them."

"Mamie, shut your eyes and open your mouth. What is this?"

"That is candy."

"How do you know?"

"Because I tasted it."

"Florence, what is this?"

"That is an apple."

"How do you know?"

"Because I felt it."

"How many ways are there of knowing, children?" (pointing to eyes, ears, etc.)

"Seeing, hearing, smelling, tasting, feeling."

"What do we see with? Hear with? Smell? Taste? Feel?"

"Do we feel with our hands only? If I were blind I think I should feel my way about something like this. There! that is the desk. How did I know it?"

"You felt it with your foot."

"Can we feel with anything else? May, what did I lay against your cheek? How did you know? What did you feel it with?"

"Eveline, where did I touch you? How did you know I touched you on the back? You see we can feel with every part."

"Jessie, what have you?"

"I have a square."

"You may all hold your squares in your right hands. In your left hands. Hold them by the lower right corner."

"Lay them flat on the desks. Take hold of the two lower corners and fold them over to meet the two upper corners. Grace, what have you?"

"I have an oblong."

"Open the oblong. Lay the squares with one corner toward you. Fold that corner over to the back corner. Josephine, what have you?"

"I have a triangle."

ARTICLES INTERESTING TO TEACHERS FROM
RECENT PUBLICATIONS.

America, Statesmen of.—Jan. XIX. Century.

"Defects in Our Institutions.—Oct. North Am. Rev.

Australia, Seven Weeks in.—Jan. Westminster Rev.

"Rabbi's son.—Dec. Blackwood's.

Africa, Along the North Coast.—Dec. Ca. Nat.

"Slavery and Missions in.—Dec. Welco.

Arabs, Amusements of Child.—Jan. St. Nicholas.

Arabia, Musselmans of.—XIX Century.—(Nov. 5) Scient. Rev.

Alaska, Glaciers of.—Nov. Mag. W. Hist.

Alaskan Society at Sitka.—(Dec. 9) Science.

Alexander, From Tripoli to.—(Jan. 12) Nation.

Apothosis of the Plutocrat.—Dec. Mag. Am. Hist.

Authors, Home Life of New York.—Jan. Chautauq.

Atlanta, Negro and Prohibition in.—Dec. Independent.

Arithmetic, Boston Schools.—Jan. Academy.

Arctic, Sleds and Sledging in.—Dec. Outlook.

Abuses of Public Speaking.—Jan. Nat. Rev.

Acoustics of Buildings.—Jan. Building.

Appalachians, Materials of.—Nov. Am. Nat.

Athletics, College.—Dec. Harvard Mo.

Albumen, Vegetable and Animal.—Feb. Pop. Sci. Mo.

Animal Magnetism, Workers of.—Feb. North Am. Rev.

Aluminium and Electricity.—(Dec. 8) La Nature.

Art, The Decline of.—Jan. XIX. Century.

Astor Library.—Nov. Woman.

Birds, Destruction of.—Oct. W. Am. Sci.

"of Madagascar.—(Oct. 1) La Nature.

Beecher, Henry Ward.—Dec. Voice.

Bail oning.—Dec. St. Nicholas.

Beer, In the Land of (Germany).—Dec. Cornhill.

Bimetallism.—Dec. Contemp. Rev.

Britany and its Near Relatives.—Feb. Forum.

Burr, Aaron.—Dec. Mag. Am. Hist.

Brain, Methods of Studying the.—Jan. Buchanan's.

Bancroft (George).—F. L. Sunday Magazine.

Chinese Women in America.—Nov. Woman.

China, Burmese Railway to.—(Nov. 12) Sat. Rev.

Canada, Reciprocity or Union with.—Jan. Mag. Am. Hist.

"Titles of.—Dec. Chautauq.

(Nov. 19) Sat. Rev.

California, Plant of.—Oct. West. Am. Sci.

College Bible Study.—Dec. Old Test. Stu.

Classics, The Old School and the New.—Jan. Fortnightly Rev.

Cannery Islands, Inhabitants of.—(Nov. 13) La Nature.

Cormorants, Hunting and Fishing with in Japan.—Jan. Am. Nat.

Cape Can, Island Democracy in the.—Dec. Atlantic.

Cherokee Land, Sunday in.—Feb. North Am. Rev.

Commerce, Impediments to Our Domestic.—Feb. Forum.

Corel Reef, Along a.—Jan. Pop. Sci. Mo.

Christianity, Contributions to Science.—Jan. Pres. Rev.

Children's Books, History of.—Jan. Atlantic.

Crown Prince of Germany.—Feb. Cosmop.

Channel Islands.—(Dec. 3) All the Year Round.

Crofters, Lewis.—(Dec. 3) Sat. Rev.

Commerce, Schools of.—Dec. Contemp. Rev.

Civil War, Memoranda on the.—Dec. Century.

Cremation, The Progress of.—Jan. XIX Century.

Darwin, (Charles) Life and Letters.—Jan. Blackwood's.

Douglas and Free Soilers.—Dec. Mag. Am. Hist.

Dickens-Land.—Dec. Scribner's.

Earth, The Interior of.—Jan. Am. Nat.

Evolution and Judaism.—Jan. Menorah.

"—Jan. Cornhill.

English Public School.—(Nov. 23) Science.

England, Catharines.—(Dec. 24) All the Year Round.

Egypt.—Jan. Fortnightly Rev.

Education of the Middle Classes.—(Dec. 15) Rev. Pedag.

Europe, Military Power in.—Dec. Blackwood's.

Eton College.—Jan. Macmillan's.

Fish, Great Age of.—Nov. West. Am. Sci.

Fisheries Question.—Feb. No. Am. Rev.

Flemings at Home.—Dec. XIX Century.

Flower-Painting in Water Colors.—Dec. Art Amateur.

Finance, Municipal.—Jan. Scribner's.

Food, Pecuniary Economy of.—Jan. Century.

George's (Henry) Theory.—Jan. Methodist Rev.

Grant and Lee at Appomattox.—Jan. St. Louis Mag.

Gunpowder, Explosives.—Jan. Chamber's.

Genius and Idiocy.—Feb. No. Am. Rev.

Gladstone and Union.—Dec. XIX Century.

Cems in the United States.—Dec. Harper's.

Harvard College.—Dec. Mag. Am. Hist.

Hunting and Trapping in Canada.—Feb. Cosmop.

Howells and Realism.—Jan. Harvard Mo.

Hymns and their Authors.—Dec. Voice.

Indian, Education for.—(Dec. 24) Critic.

"Village Life Among.—Jan. Am. Antiq.

"Aboriginal Communal Life.—Nov. Am. Antiq.

"of Puget Sound.—Jan. Am. Antiq.

Ireland, Royal University of.—(Nov. 5) Spectator.

Irish Discontent, Cause of.—Feb. Forum.

International Copyright.—Feb. Cosmop.

January, Study of.—Jan. Illustrations.

Jews, Literature of.—Dec. Menorah.

Japan, Thralldom of.—Dec. Atlantic.

Land and Taxation.—(Jan. 5) Indop.

"Question in America.—Nov. Westminster.

London, The Distress in.—Jan. Fortnightly Rev.

"Children of.—Nov. Woman's World.

Language and Race.—Jan. Pop. Sci. Mo.

Literature, Current English.—Dec. Chautauq.

Lind, Jenny.—Dec. Voice, (Nov. 17) ndep., Dec. Lippincott's.

Dec. Murray's.

La Fayette, Visit to America.—Dec. Mag. Am. Hist.

Leo XIII and the Civil Power.—Jan. XIX Century.

Man, Fallacy of Superiority of.—Jan. Woman's World.

Minerals, History and Names of.—Jan. Am. Nat.

Manual Training.—(Dec. 31) Building.

Minnesota, Early Hist.—Dec. Mag. W. Hist.

Mohammedism in Africa.—F. L. No. Am. Rev.

Mexico as Winter Resort.—Dec. Phren. Jour.

Mathematics, Use and Beauty in.—Dec. Knowledge.

Milk, Adulteration of.—Feb. Pop. Sci. Mo.

Moon and the Weather.—Feb. Pop. Sci. Mo.

Norway, Home Rule in.—Jan. XIX Century.

Nicaragua, Words of.—Dec. Sci. M. Rev.

New York, Public Charities of.—Nov. Lend a Hand.

Nature in Common School, A Plea for Increased Study of.—Jan. Education.

Oyster Industry.—Dec. Chautauq.

Ohio, History of.—Dec. Mag. Am. Hist.

Oxford, Ladies' colleges.—Nov. Woman's World.

Our Politics, Torrid Zone of.—Feb. Forum.

Protection, How it Protects.—Feb. Forum.

Public School, Province of.—Jan. Education.

Panama, Progress at.—Feb. Pop. Sci. Mo.

Patagonian Tribes.—Jan. Chamber's.

Roman Universities.—Cath. World.

Stars, Age of the.—(Nov. 12) Rev. Scient.

Science, Warfare of.—Feb. Pop. Sci. Mo.

Sculpture of the Acropolis.—(Nov. 19) Athenaeum.

So-called Patriot.—Jan. Blackwood's.

Statesmen, American.—J. b. XIX Century.

Soil-Making, Animal Agency in.—Feb. Pop. Sci. Mo.

Serpent Myths.—Feb. No. Am. Rev.

Shelley.—Jan. XIX Century.

Schools under Directoire.—(Dec. 15) Rev. Pedag.

Singing Voice, The Mechanism of.—Feb. Forum.

Sky.—Feb. Forum.

Theology and the Newspapers.—(Oct. 27) Nation.

Tennessee, Mountain Life in.—Feb. Cosmop.

Telegraph, The Government and the.—Feb. Forum.

Technical School Building.—(Dec. 10) Am. Arch.

Vegetables, History of.—Nov. Am. Nat.

Women as Preachers.—Dec. Hom. Rev.

"Emotions vs. Health.—Feb. Pop. Sci. Mo.

White Zone, Wintering in the.—Feb. Cosmop.

THINGS OF TO-DAY.

Five Cornell University sophomores have been indefinitely suspended for kidnapping the president of the freshman class.

A committee of experts decided that the ceiling of the assembly chamber at Albany was unsafe, and that it must come down.

The treaty of alliance between Germany and Austria, concluded in 1879, has just been published.

Two proselyting Mormon elders were whipped out of Edgefield county, S. C., by a party of indignant citizens.

The Metropolitan bank, of Cincinnati, has been closed. The president is under arrest for misappropriating \$200,000.

The wife of Oliver Wendell Holmes died in Boston recently.

France is talking of a further increase of her navy.

Oil was struck near St. Louis while boring for an artesian well.

It is reported that two million Chinamen were rendered destitute by the Huang-ho floods.

A man and a horse were killed in Buffalo, N. Y., by coming in contact with an electric light wire.

A case of boxing at Lehigh University, Bethlehem, Pa., caused much excitement among the students.

The pension bill for helpless soldiers and sailors was passed.

Eleven fishermen were cast away in a storm on Big Spoon Island on the Maine coast and remained there a week.

The Brooklyn, N. Y., Congregational churches have taken steps toward the formation of a Congregational club.

Little Josef Hofmann, the musical genius, will only be allowed to appear at concerts four nights a week. It was feared that he was overworked.

The city of Dublin gave Messrs. Morley and Ripon an enthusiastic reception.

Lord Lansdowne is to succeed Lord Dufferin as Governor-General of India, and Lord Stanley, of Preston, is to be Governor-General of Canada.

The Pope advises the Irish Bishops to preach to their flocks respect for the laws.

An interstate board of mining arbitrators was appointed at Pittsburg.

FACT AND RUMOR.

Chief among the candidates named to succeed the late Dr. P. H. Mell, as Chancellor of the University of Georgia, are Professor L. H. Charbonnier, of the University, Professor H. C. White, of the University, and Dr. W. L. Brown, president of the Alabama State College.

English literature has many old men among its leading lights. Lord Tennyson is 78; Mr. Browning, 75; Mr. Lowell, 68; Mr. Whittier, 80; Mr. Ruskin, 68; Cardinal Newman, 86; Matthew Arnold, 65.

George W. Tryon, Jr., a distinguished conchologist, of Philadelphia, died February 5. His collection of shells in the Academy of Natural Sciences far outranks the famous collection in the British Museum. Upwards of 50,000 trays of specimens are represented in this collection, to which additions are constantly flowing in.

P. H. Mell, D.D., LL.D., chancellor of the University of Georgia, and for many years president of the Southern Baptist Association, died at his home in Athens, Ga.

The Grant Monument Committee has adopted the draft of a circular to be sent to all architects and sculptors who may desire to compete for the honor of designing the memorial to Gen. Grant. The estimated cost of the memorial is placed at \$500,000.

The Columbia College Library, New York, has the reputation of being the best managed library in the world. Writing materials are furnished, and light meals even are supplied to those students who are too much engrossed in their work to leave it long enough to visit a restaurant.

Mrs. Quincy A. Shaw, the daughter of Prof. Agassiz, has for eight years supported free kindergartens in Boston and Cambridge, at a personal expense of about \$50,000 a year.

About ninety American stenographers clubbed together and sent Isaac Pitman, of Bath, England, a solid gold medal to commemorate the fiftieth anniversary of his work.

Rutgers College, New Brunswick, N. J., having received \$15,000 under the recent act of Congress for experimental stations, is to have a school of electricity and an improved scientific department.

Bishop Williams, besides attending to his diocese and his duties as the Primate of the House of Bishops, delivers twelve lectures a week to the students of the Berkeley Divinity School, Middletown, Conn., and also lectures frequently at Trinity College, Hartford. He preaches nearly every Sunday, is an incessant reader, and a brilliant conversationalist.

Hood's Sarsaparilla wins new victories over disease and becomes more popular every day.

EDUCATIONAL NOTES.

ALASKA.

Alaska has what is called a Territorial Board of Education, which usually meets at the office of Judge Dawson. The United States Commissioner of Education is the Hon. H. R. Dawson, and the Rev. Sheldon Jackson is the secretary of the board and general superintendent of schools in Alaska. Governor Swineford, of Alaska, is also a member of the board. The estimated expenses of running the schools for the year ending June, 1887, were \$24,950. The Sitka and Wrangell schools opened their fall and winter sessions on September 5. On the 1st of July, 1886, United States Commissioner Hon. John Eaton authorized the establishment of schools under the control of the Moravian Mission at Bethel, on the Slikine river, and at Mushagak, on the river of the same name; also one at St. Michael, or some other point on the Yukon river, to be under the control of the Protestant Episcopal Church of the United States.

COLORADO.

Longmont College has forty students. La Veta has just completed a fine school building. G. N. McKay is the principal. We understand that he hails from the Missouri State Normal School. Miss Bettie Kiggins is one of the assistants. She is sister of Prin. Kiggins, of Silverton. Rev. Robert Cameron, D.D., for several years pastor of the First Baptist Church, Denver, has resigned. In his letter of resignation he assigns as the reason that he desires to devote his entire time to the founding and building of the new female college, which is to take a place with Wellesley and Vassar. County Superintendent Fetzner (now ex-county superintendent) went out of office gracefully. The teachers of Arapahoe county have held him in high esteem during his long and successful term of office. Accordingly his co-laborers presented him with a set of the Johnson Cyclopaedia as a parting testimonial. Manitou Springs is now discussing the captivating school problem of more room. The proposition most in favor is to erect a \$15,000 school building. Prin. C. H. Frowine is fast bringing the schools into favor at home and abroad. He is one of the leading school men among the new accessions to our ranks. Colorado will be largely represented at the San Francisco meeting of the N. E. A. Prin. R. H. Beggs, of Denver, has been ap-

pointed by the Colorado State Teachers' Association as excursion agent. He will take a whole train load with him, we predict.

CALIFORNIA.

The San Francisco Nurses' Training School is in a highly flourishing condition. School house accommodations in Alameda, are insufficient to meet the wants of school children.

The board of education at a late meeting audited school bills not including teachers salaries, to the amount of \$14,042.73.

Three school districts in Los Angeles county propose to issue bonds, next month, to the amount of \$84,500.

It is proposed to establish branches of the Central Free Library in San Francisco.

At a late meeting of the state board of education, ninety-four educational diplomas and fifty-eight life diplomas were issued to California teachers.

Dr. E. S. Holden has resigned the presidency of the State University, and has been appointed director and astronomer of the Lick Observatory.

Miss Kate Kennedy is to be reinstated as principal of the North Cosmopolitan Grammar School, according to a mandate of the courts. While Miss Kennedy was absent, "on leave," the San Francisco board of education declared the position vacant and elected another teacher to the position, in violation of the regulations.

The sum of \$300 has been voted by the University Regents to assist in the publication of a "hundred thousand edition bulletin." One thousand dollars has been appropriated to assist in furnishing accommodations for delegates to the national convention.

The total number of students registered at the University and "affiliated colleges" is now 541.

Maryville. State Correspondent.

T. S. PRICE.

ILLINOIS.

Dr. Richard Edwards, State Superintendent of Public Instruction, acting on the advice of the county superintendents, who held a convention at Springfield late in December, is preparing a form of license to be issued to such persons as are to be employed either to conduct teachers' institutes, or to teach in them. Heretofore the matter has been somewhat loosely managed, and often inferior persons have conducted institutes, and drawn upon the public treasury for pay. The law requires any person conducting an institute to hold a license issued by the state superintendent, and hereafter it will be rigidly enforced. The county superintendents throughout the state are anxious to improve the quality of instruction given in the institutes, and they think the enforcement of the law in regard to the license will bring about the much-desired reform.

KANSAS.

The American Institute of Civics met at Topeka in connection with the State Teachers' Association. A large number were present, and much interest manifested. The officers elected were: President D. C. Tillotson, of Topeka. Vice-president, M. L. Field, of Wellsville; Secretary, E. L. Cowdrick, of Yates Centre.

The meeting adjourned to convene at the same place during the holidays of 1888.

The state of the work in Kansas is encouraging. The secretary sent out circulars of inquiry, and received answers from all parts of the state, which indicate that civics is taught in some form, in nearly all the schools of cities and towns, and in many counties.

President Tillotson lectured during the summer on "Training for Citizenship," and also read a paper on that subject before the teachers assembled in Topeka.

The secretary lectured during the summer on "The Mission of the Teacher in the Nation," treating the subject from the standpoint of civics. He also read a paper before the meeting of principals in Iola, in February, entitled "Civics in the Common School." A good meeting is anticipated for the present year.

Secretary Kansas Council.

E. L. COWDRICK.

Mrs. S. A. Thurston, treasurer of the W. C. T. U., for the state of Kansas, spent a week at Beloit recently, investigating the advantages of that city for the location of an industrial school for girls; last year the legislature received thousands of petitions asking for the establishment of a school of this character, but no steps were taken. During the year, the W. C. T. U. has constantly been in receipt of demands for a reformatory institution for girls, and though granted no aid by the state, such an institution will be established under the care of the W. C. T. U. Mrs. Rastall and Mrs. Thurston representing the W. C. T. U., while at Beloit, decided to locate the school in that city, the people of Beloit having guaranteed substantial aid for the school for one year. The building has already been rented, and the school will be opened by February 1.

Much of the credit for the advanced state of the public mind in Harper county is due to that tireless worker, Supt. J. E. Hutchinson, who has spared neither time nor work to bring the schools of Harper county up to the high standard of excellence to which they have attained under his management.

The schools of Kiowa are under the efficient management of Prof. E. L. Hallock.

The schools of Crawford county are doing very excellent work under the able supervision of J. D. Patterson. All that is lacking now is a systematic grading and the adoption of a regular course of study.

H. C. Long is principal of the Walnut schools. He is a graduate of Baker University.

S. W. Black is principal at Pittsburg. He has eleven assistants.

McCune is building a six room, two-story brick building.

NEW YORK.

County Institutes.

January 9, Little Valley, Principal Conductor, Prof. S. H. Albro; Associate Conductor, Prof. A. P. Chapin. January 23, Horseheads, Principal Conductor, Prof. I. H. Stout; Associate Conductor, Prof. C. T. Barnes. January 23, Penn Yan, Principal Conductor, Prof. S. H. Albro. January 31, Salamanca, Principal Conductor, Dr. J. H. Frenea. February 27, Pittsford, Principal Conductor, Prof. C. T. Barnes. March 5, Fulton, Principal Conductor, Prof. S. H. Albro.

A very interesting teachers' association was held at North Collins, in the Third Commissioner district of Erie county, January

27 and 28. Only about fifty teachers were in attendance, on account of severe weather. Prof. Cassidy's lecture Friday evening was pronounced by all to be one of the finest ever given at North Collins. The church was crowded. Pres. Dillingham, who has served in that capacity for the past seven years, received Shakespeare complete in thirteen volumes, elegantly bound, from the teachers.

NEW JERSEY.

The Union County Principals' Association was organized at Elizabeth, Jan. 25. A constitution and by-laws were adopted and the following officers elected. County Superintendent N. W. Pease, Elizabeth, President; Principal D. B. Corson, Rahway, Vice President; Principal Ernest Chapman, Summit, Secretary; and Principal I. P. Towne, Roselle, Treasurer. The object of the association is to encourage sociability among the principals, and to discuss questions pertaining to education and school interests.

ONTARIO.

Teachers' Institutes.

DATE.	PLACE.
Feb. 16-17,	West Middlesex.
Feb. 16-17,	Grenville.
Feb. 23-24,	East Middlesex.
Feb. 23-24,	Prince Edward.
March 1-2,	West Victoria.
March 1-2,	Peel.

TEXAS.

The teachers and trustees of Precinct No. 7, of Bell county, have organized themselves into a Teachers' and Trustees' Union. The move seems to be taking favorably with teachers and trustees in other parts of Bell county, as they are agitating like movements. The county superintendent of Bell county has issued a summons for the trustees and teachers of Precinct No. 1 to meet and organize a similar institute at Belton.

The object of these trustees' and teachers' unions is to bring teachers and patrons into a better understanding of the educational wants of the day. It is surely a move in the right direction. W. H. C.

COMMISSIONER DELANO'S REPORT.

Commissioner E. C. Delano, of the first district of Wayne county, N. Y., in making his report to Superintendent Draper, digresses somewhat from the usual stereotyped form and gives a resume of his work during the past six years, with such suggestions for the future as seemed to him desirable. He says that during those years he traveled 20,000 miles in making official visits, holding examinations, etc. Eleven new buildings were erected, and twenty-one others thoroughly repaired. As the result of "Arbor Days" during the past four years over one thousand live shade trees are growing upon the school grounds of the district.

In his first annual report to the department he made the following suggestions:

1. That the Regents prepare all questions for future examinations of teachers' classes, thus securing uniformity throughout the state.
2. That certain qualifications should be required of trustees.
3. That the Legislature amend chapter 492, Laws of 1881, by allowing such districts as close their seasons during a teachers' institute in that county, to report an average attendance for apportionment increased by such a per cent. as the time closed for institutes is of the time the school was actually in session.
4. Begin the school year with the first day of August.
5. Hold the annual meetings on the second Tuesday of August.
6. Make the amount of school necessary to entitle a district to its quota of the public money thirty-four weeks of five days each. Divide the time into three terms, giving the winter term the most time, to accommodate those larger pupils who can attend school only during this season of the year. This arrangement would allow the pupils a long vacation during the hot weather of July and August—during mowing, harvesting, berry-picking, etc.
7. Make the engagements of teachers extend through the entire year.
8. Enact and enforce a compulsory institute attendance law.
9. Adopt a uniform system of teachers' examinations, the questions to be prepared under the authority of the State Superintendent of Public Instruction. Hold the examinations simultaneously throughout the state, granting no private examinations.

Under date of Nov. 20, 1884, the following recommendations were added:

10. The condition of the school outhouses is in too many cases an offense to decency and civilization. * * * * Let there be two if possible; if not, one firmly partitioned, properly enclosed and screened, and thoroughly cleaned and disinfected at least twice a year.
11. If the normal course was shortened to three terms, and the instruction confined to methods of teaching and school economy a much larger number could and undoubtedly would avail themselves of such opportunities; and a corresponding larger number of normal graduates would be found teaching in our schools. It is very evident that a person who spends three years' time and several hundred dollars for a normal school course, is either a true philanthropist or a crank, or else he does not intend to teach country schools for seven dollars a week.

Under date of Nov. 30, 1885:

12. School commissioners should have the authority to condemn old school-houses not worth repairing, without the concurrence of the supervisor of the town. For political reasons supervisors refuse to take any action in such matters, in a large majority of cases.
13. The library quota would serve a better purpose and accomplish something, if it were used for the purchase of school apparatus, and for paying subscriptions to educational journals for the school-room.

Under date of Dec. 13, 1886:

14. In the matter of apportionment; would not the ends of justice be better served, and the public money come nearer accomplishing the object for which it is provided, were the pupil quota entirely done away with, and the entire one-half apportioned

according to the aggregate attendance? The average attendance quota is now a premium for short terms.

The reforms recommended in suggestions 3, 4, 5, 8, 9, 10, 12, and 14 have been accomplished, but suggestions 1, 2, 6, 7, 11 and 13 point out imperfections that demand attention.

The commissioner favors the town board system, and adds that there is an imperative demand that the school year be increased from twenty-eight to thirty-four weeks. To meet the additional expenditure, the state tax for school purposes should be increased to one and three-tenths mills; or, until the rate of state tax is sufficient to maintain a school for at least thirty-four weeks in the rural districts. Frequent change of teachers is detrimental to the schools and every possible means should be taken to insure permanency. The district libraries are in a neglected condition. In ninety per cent. of the districts, trustees use the library money apportioned to their respective districts for the payment of teachers' wages. If the law were altered and this money expended for something of practical use in the school room, the teachers would become interested in its expenditure and would use their influence to have it properly applied.

The present plan of holding district institutes, employing local talent to assist the conductor, gives general satisfaction.

The experiment of uniform state examinations has been so eminently successful that he urges upon the department the advisability of making it imperative.

NEW YORK CITY CORRESPONDENCE.

BEFORE THE TEACHERS.

A meeting, which marks an epoch in the history of education in this city, was held last Wednesday afternoon, at the Normal College. Between five and six hundred teachers, met there to hear Assistant Supt. Harrison present the subject of "Manual Training." Supt. Jasper was present, as were Asst. Supts. Hoffman and Jones, and side by side in front of the platform, president Hunter and Commissioner Wood.

The grounds, on which the demand for manual training is based, were shown clearly to be, existing social conditions. Changes in society necessitate changes in the methods of education which are expected to fit people to live under the new order of things. An education which would fit a pupil for life in the medieval ages will not fit him for life in the present state of civilization.

The history of manual training was then sketched; its spread and success over the country and the great interest manifested in it by teachers everywhere. "Fifteen thousand teachers gathered at Chicago last year," said the speaker, "chiefly to hear about their new element in education."

"It now lies with you, teachers of New York," Supt. Harrison concluded earnestly, "whether this matter shall be a success or not. The committee has done its work. We have prepared for its admission into the course of study without any additional demand upon your labor or your time. The old curriculum has been vigorously pruned, and so improved in other respects that I believe that should stand, and will stand, even though manual training should not."

"It is true, that the request for the introduction of this new branch into the schools, must first come from the trustees, but you know what that means. It means that if you go to your trustees and tell them that you want it, and state your reasons, they will ask for it. While on the other hand, if you sneer at it without giving yourselves the trouble to examine into its merits, it will fail, and the great city of New York will be obliged to wait, until other cities have demonstrated beyond a shadow of a doubt, the benefit of manual training, instead of taking the lead in this great matter of education, as it does in all others."

Miss Adele Rankin is giving a course of lectures on "Voice Culture and Lung Strengthening at No. 31 East 17th street. The final one will be given Tuesday, Feb. 21.

Dr. T. O'Connor Sloane A. M., of the *Scientific American*, began a course of three lectures on Philosophical Experiments at the hall of the Industrial Education Association last Wednesday. The first was "Physics without Apparatus." The second (Wed. Feb. 20) will be "Physics with Simple Apparatus" and the third (March 14) will be "Practical Suggestions in the Construction of Simple Apparatus, and its use." These lectures are intensely practical, and are calculated to remove a stumbling block of long standing, out of the way of the teacher, i. e. the difficulty of teaching the natural sciences for want of apparatus.

The most troublesome children admitted to the Industrial Association building are the newsboys. They have taxed the nerves of Mrs. Carter and her assistants, but she feels that some good has been accomplished, for one boy has graduated into the carpentry class with the determination, apparently, to settle down to a reliable occupation.

"We can't expect to do much with these boys," said Mrs. Carter. "It takes steady, continuous work to bring about valuable results. But if we can win over a few of these boys, whose environments are so terribly demoralizing to habits of industry, our work will not have been in vain."

The work with the newsboys, however, is only a side issue, the real work of the school now being to train teachers. These are now being demanded much faster than they can be supplied.

THE WATER COLOR EXHIBITION.

The twenty-first annual exhibition of the American Water Color Society, and the New York Etching Club, is now being held in the rooms of the National Academy of Design. Over six hundred pictures are on exhibition, comprising all sorts of subjects. Henry Farrar has several very beautiful sunset and evening scenes; W. H. Gibson exhibits a number of landscapes, which for breadth of tone are considered among the finest there. Miss Greator shows us some very fine flower pieces. The Morans send their usual quota of marine, landscape, and figure pieces. Other excellent marines are shown by H. P. Smith, Brocher, de Haas, while J. Alden Weir, H. W. Lippincott, J. Wells Champrey,

Irving Wiles, J. H. Brown, T. W. Wood, Miss Francis furnish interesting figures. Mr. La Farge, Mr. Church, and Miss Dora Wheeler have pictures that please the fancy, and are instructive. Messrs. Ogden, Thulstrup and Remington, give strong contrasts in exhibiting pictures of moving military life. Robert Blum, Curran, Macy, Hovenden, Blashfield and others contribute to this exhibition.

A walk through these galleries is both interesting and instructive. The hanging committee are to be commended for the quiet taste and dignity, and the harmonious contrast of light and shade shown in the various rooms. The exhibition closes at the end of the month.

Almost the first remarks of the Teacher, which by the way have made a very promising debut, are in the following vein. It says: "It is true there are societies of teachers in the New York City school system; but the interest generally felt in them and their work, is so small that the objects of their existence are often not so much as known to many who should be working heart and soul with them. That the intercourse among the four thousand public school teachers of New York, is so slight, is one of the reasons why their work is not as satisfactory as it might be. * * * How can the teacher work intelligently in the practice of education, if he or she does not know what is being done by his or her fellows? * * * All the great advances made of late years in the learned professions are, almost without exception, due to comparative study. * * * The teachers' institutes of the different states throughout the country, do work that is often to be compared with any. *New York City alone, where most should be expected, does nothing.*" These are brave words, and show that the Teacher has come to be a helping force on the right side, that of progress.

E. L. BENEDECT.

LETTERS.

LESSONS ON OBJECTS.—Give me some hints for lessons on objects. What objects can I use to the best advantage for this purpose? A. J. S.

Objects in daily use in the school-room, or household will be the best to begin with. A lesson on a lead pencil should teach its parts, qualities, and shape (an uncut lead pencil may be used to teach the terms *cylinder* and *cylindrical*), and uses. This in general is the plan for lessons on all objects. Make lists of qualities, uses, etc., on the board as they are given. These should all be copied by the children into a note book. An occasional review may compare two or three objects. Our columns have contained and will contain many practical lessons on simple objects which will aid you.

EXERCISES FOR ROUSING PUPILS.—Name some exercises besides singing, which can be used to rouse pupils when they get dull, and tired. A NEW SUBSCRIBER.

Marching with music if possible, if not without, is a favorite exercise with children. Some simple calisthenics, performed with windows opened so as to change the air of the room, will brighten them up. Dullness and drowsiness in the schoolroom, is often caused by too heated or impure air. And any vigorous exercises together with open windows for a few minutes, will have the desired effect. Never have active physical exercise in the school room without open windows, and never have wide open windows in cold weather, without giving your pupils some drill, which shall keep them moving.

TO KEEP PUPILS BUSY.—Give some plans for keeping industrious pupils busy, when lessons have been thoroughly learned, and some time is left before recitation. H. A. M.

"Silent reading" is one of many good plans. Call upon your pupils for contributions of old magazines and papers. Select from these stories, and all such matter as is suited to and suitable for them. They will gladly aid in cutting out and pasting or sewing the stories into covers of stiff brown paper. The name of each story should be written on the cover. It should be understood that all may read when lessons are perfectly learned, and that a failure in recitation after a pupil has been reading, forfeits for him this privilege, for a certain length of time.

SPELLING LESSONS.—Give some devices for conducting spelling lessons. A. R.

Teach spelling in connection with all the other subjects taught. Little time should be wasted on naming the letters of words, but much in making the words and using them in sentences. Give frequent dictation exercises and lay great stress on the correct spelling of words in composition work. Having the pupils learn lists of words is often a waste of time, since the words arouse little thought and are only remembered by a tiresome memory drill. Those teachers who teach spelling incidentally attain better results than the teachers who still cling to the columns of jumbled words usually found in spelling books.

SUPT. WILL S. MONROE.

PRIMARY READING.—Will you give me a few important points in teaching reading to beginners? ANNA BERRY.

The child must first be taught to recognize printed and written words. This is not a difficult process with the use of an object, especially if the name of the object be familiar to the child. The forms of the words should be copied frequently and associated with their proper objects to fix them

in the mind. A small vocabulary thus obtained will serve as the nucleus for sentence-building. Primary lessons in reading should always be illustrated, at first with objects, then with drawings made by the teacher, and afterwards with drawings made by the pupils. Always remember that reading is a process of thought-getting, and whatever may be your method of teaching, this end is to be kept constantly in view. Much of the oral reading defeats this purpose and is radically wrong. A child should never be asked to read aloud until he has gotten the thought of the selection and made it his own. SUPT. WILL S. MONROE.

BLACKBOARD AND CHART.—Will you state briefly the advantages of using the board rather than charts? CONSTANT READER.

Both are useful, but the blackboard offers greater scope for variety in matter and manner of stating lessons; lessons can be better simplified to meet the wants of the class you are teaching; and pupils always have a livelier interest in what they see developed than in the printed words and pictures of the charts. SUPT. WILL S. MONROE.

READING AND COMPOSITION.—Is it desirable to teach reading and composition together? YOUNG TEACHER.

It is. Reading lessons should always be utilized in language work. One day a subject can be read and discussed as a reading lesson and the next day reproduced as a composition exercise. The pictures, also, which illustrate reading lessons are the very best subjects and outlines for work in composition. SUPT. WILL S. MONROE.

VARIATION IN READING LESSONS.—Give a few pleasant variations in the reading lesson. DISTRICT TEACHER.

Read a poem or story to the class and have them reproduce it; pass a history or book of tales around the class and let the different members read portions of the selection; hold a picture before the class and have it described and stories told about it; make a collection of newspapers and have the pupils read items of telegraphic and local news; have fables related, and whenever possible, supply supplementary reading. SUPT. WILL S. MONROE.

1. Are agencies for obtaining places for teachers to be trusted? 2. Are text-books furnished free to students in the New York state normal schools? 3. Can I get much for second-hand school books? 4. Do the graduates of the New York state normals receive a degree on graduating? 5. What is the cost of attending Vassar for one year? JENNIE R. BOISE.

1. We can heartily commend those in this city whose advertisements appear in our columns. 2. Yes. 3. It depends upon the condition they are in, and their age; if very old and rare or very new and in good order you can get a good price for them. Generally old text-books are poor property. 4. No. 5. About \$1000; less by \$300, with rigid economy.

1. I am troubled to know how to assign lessons. My children must have set work to do outside of the school; you talk against the use of text-books; do tell a poor puzzled teacher what to do? 2. I want to read a good book on the "Philosophy of Primary Teaching;" recommend one. ANNA MANN.

1. Assigning lessons requires much wisdom. Text-books are good in their place—good servants, but bad masters. An answer to this question would require an article, but we will say in brief, "Be certain your pupils study for a better purpose than simply improving their memories. Don't give them what is beyond their comprehension. Keep up their interest in what they are doing." 2. There is no book on the "Philosophy of Primary Teaching." Read Froebel's "Education of Man." It's pretty close reading.

INTEREST PARENTS.—I have taught for several years, and I have never failed to have my patrons interested. This has been accomplished: (1) By becoming thoroughly absorbed in my work, thinking, talking, and working school, I have aimed to have every boy and girl feel that I was working to help them. I made a study of every pupil, and I learned to love them, and from my earnest desire to help them, they went to helping themselves, and the parents seeing the earnestness, desired to help us both and they did. (2) I have taken the lead in fixing up the school building, grounds, &c. Invariably the parents have come to my aid, as soon as we made a start. (3) In order to remove prejudices to new methods. I have open days in which the parents are especially invited, when the actual school-work goes on, seasoned with a little amusement in the shape of general exercises, &c. (4) I have exhibits of school-work. Nothing can be done that will awaken as great enthusiasm as this. I preserve the class work, and at some time during the term, exhibit it in connection with an industrial display made by the pupils.

By means of these things I have brought about results surprising as they have been delightful. L. L. L.

"I have taken your paper for a year, and am still taking it. I find it a great help, a practical help. Shall want it as long as I teach." Poplar Ridge, N. Y. W. C. S.

A Virginia teacher writes: "I am very much pleased with the JOURNAL. I find it a great help to me in furnishing employment for little folks."

A Western teacher writes: "I want to thank you for your 'Mind Studies.' Every 'young' teacher should have a copy. The book is interesting and practical." Highland, Dakota. G. A. GRANT.

The Record, published at Severy, Kansas, says: "It is with pleasure that we put the SCHOOL JOURNAL, published by E. L. Kellogg & Co., in New York and Chicago, on our exchange list. The JOURNAL is a weekly, and reflects credit on those who are conducting it. We wish we could induce every teacher in the community to avail himself of the wealth that this journal contains."

BOOK DEPARTMENT.

NEW BOOKS.

WELLS' IMPROVED PRACTICAL METHODS OF PENMANSHIP. By Charles R. Wells. Published by Moser & Lyon, Syracuse, N. Y.

Attached to this copy-book is the "Eureka Pencil Holder," which is a neat and practical device for carrying the pen or pencil during the intervals between recitations. It is something new, and will be of great service, especially to young pupils, who, for want of some simple contrivance and help, lose their pens and pencils daily. This copy book, one of the Chauvin Series, is designed to train and discipline the arm, hand and fingers in all the movements employed in writing.

PHILADELPHIA AND ITS ENVIRONS. Illustrated. J. B. Lippincott Company, Philadelphia. 116 pp. 50 cents.

When William Penn prepared to build a city, and called it Philadelphia, he did not propose, or expect such an outgrowth of his plan. The original village is lost in the beautiful city of to-day. This volume gives a true representation of Philadelphia, and its environs. The illustrations are excellent and abundant, representing its public buildings of all kinds and names, wharves, streets, squares, churches, United States buildings, hospitals, libraries, banks, private dwellings, &c. The scenery in the city and suburbs is exceedingly beautiful, and is so faithfully reproduced in this volume, that a stranger even, may obtain a good idea of what the city really is.

NATURAL RESOURCES OF THE UNITED STATES. By Jacob H. Harris, M. A., Ph.D. Published, 1888, by D. Appleton & Company, New York. London: Paternoster Square. 523 pp. \$3.00.

There is, perhaps, no country in which the majority of her citizens are more thoroughly interested in its growth and welfare than our own. Upon all points, and in all departments, there is a personal concern and any work that adds to the spirit of investigation and fund of knowledge, is welcomed. This large and carefully prepared volume by Dr. Harris, is intended to give to the American people a concise narrative of the natural resources of their country, in all their numerous forms. Only four classes of these treasures have previously been written upon, the precious metals, coal, iron, and petroleum. The author designs to be comprehensive, and sufficiently full on each resource: giving an account only of the mineral nature, and on which are based the industry and physical comfort of the people. It is not possible in a short review, to do justice to a book of such scope and value as the present volume, but a passing notice may serve to give an idea of the ground which it covers. Following an Introduction, are forty-eight chapters, and among the subjects treated are the following: coal, the Alleghany anthracite coal-field, lignite or brown coal, natural gas, iron ore, gold, silver, quicksilver or mercury, copper, lead, zinc, tin, precious stones, clays, marbles, graphite, salt, medicinal springs, health-resorts, rainfall, climate of the Northwest, irrigation, the wheat belt, timber, grasses, orchard-fruits, ocean resources, fur-bearing seals, wild game, resources in water power, and in land. It is a common error, even among thinking people, to reckon gold and silver as the greatest source of wealth to the nation; but it has been the aim of the author to show that they are far transcended in value by the coal and iron, while coal and iron are as fully surpassed in worth by the soil, the rainfall, and the sunlight. In this volume full outlines are given of the various treasures laid up in store in our country: their forms, amount, and characteristics, so that the intelligent reader may have a definite view of them as a whole. That the reader may also have an idea of the continuous progress of the nation's development, there is prepared at the end of the book, a tabulated summary of the output of the mines, etc., for three years, so that from this table a *pro rata* estimate can be made of the nation's future progress.

UNDER THE SOUTHERN CROSS, or Travels in Australia, Tasmania, New Zealand, Samoa, and other Pacific Islands. By Marjorie M. Ballou. Boston: Ticknor & Co. 211 Tremont street. 405 pp.

Every one does not agree with Dr. Johnson when he says that the best way to travel is to sit by one's own fireside and read how others have done it. Mr. Ballou, for instance, could hardly have given to the reading public the delightful descriptions of scenes in foreign countries unless he had himself seen them, and thus be enabled to place before his readers, the people, places, and scenery which he visited personally. Some one must see, to describe. In a most charming and chatty manner, Mr. Ballou has given us the benefit of his more recent journey. He knows well how to travel, see, enjoy, and describe all at once,—so that the life-like pictures are taken on the spot. This volume contains seventeen chapters, into which the author has crowded a vast amount of information. In a short review of this kind, it is not possible to give more than a passing glance at the contents of a book as large and full of interest as this one. Australia is a country abounding in unique and strange scenes and animals, and Samoa, a country where the natives have no authentic information in any form concerning the past, has a full and interesting description, and a good idea can be gained of these countries by reading this book. It should find its place in every library, and is especially valuable for reference.

THE STORY OF ANTONY GRACE. By G. Manville Fenn. With illustrations by Gordon Browne. New York: D. Appleton & Company. 321 pp. 50 cents.

Any person who enjoys a well-written story, with enough plot and excitement in it to keep up the interest will do well to read this story of Antony Grace. It is purely English,—London and vicinity. The hero, an orphan boy, passes through numberless trials, as apprentice to a dishonest lawyer, and one who had cheated the boy's father out of a fortune. After a year or two, he runs away from the heart-broken man and arrives safely in London. The author has followed the boy through several years of changes and surprises. He finds friends, and after spending two or three years in a printing office, becomes an engineer, succeeds in his work, and after a time receives, in an unexpected manner, a good share of his father's lost money. The story is very well written and the interest continues in all of the characters introduced, through the book.

EGYPT AND SCYTHIA. Described by Herodotus. Cassell & Company, Limited. 739 & 741 Broadway, New York. 192 pp. 10 cents.

One of the most famous of the writings of Herodotus is the account of Egypt, as given in this volume. When Egypt came, with the accession of Cambyses, into the history of Persia, Herodotus must needs tell what that Egypt was. This account, complete in itself, is an episode occupying the whole second book of the history, which is named after the mu-e, "Enterpe." The shorter account of Scythia, added to it, is also an episode complete in itself, that forms only a part of the fourth book "Melpomene."

THE TABLE TALK OF JOHN SELDEN.

THE DIARY OF SAMUEL PEPPYS, From June to October, 1667.

SINTRAM AND HIS COMPANIONS AND ASLANGA'S KNIGHT. By La M. tie Fouque.

TRAVEL IN THE INTERIOR OF AFRICA. By Mungo Park. Cassell's National Library. Cassell & Company, Ltd. 739 and 741 Broadway, New York. Volumes I and II, 10 cents.

The "Table Talk," of John Selden was collected by the Rev. Richard Milward, his amanuensis, who lived with him for twenty years, and who was presented in 1643 to the rectory of Great Braxfield in Essex. It was first printed in the year 1639 as "Table Talks: Being the Discourses of John Selden, Esq.; or, His Sense of Various Matters of Weight and High Consequence relating especially to Religion and State."

The Dutch War and the Fall of Clarendon are the events of history which this volume of Samuel Pepys' Diary illustrates. There is the miserable close of the war. London in a panic, sailors unpaid, and the end of the monarchy looked for through the profligacy of the king.

The two productions in this volume of La M. tie Fouque, belong to the same romantic school, as his little masterpiece, "Undine." "Aslanga's Knight" is an Eudymion. His love for old Scandinavian legends has given him the thought for his story.

Mungo Park's "Travels in the Interior of Africa," Volumes I and II are full of interest and valuable information.

ANDY MERRIGAN'S GREAT DISCOVERY, AND OTHER IRISH TALES. By F. M. Allen. Illustrated by M. Fitzgerald. New York: D. Appleton & Co. 236 pp. 50 cents.

In this series of Irish stories, there is much that is mirth-provoking. They are told in genuine Irish fashion, without regard to the grammatical construction of sentences, or mixing of tenses. Following an introduction, which explains the origin of the stories, there is Andy Merrigan's Great Discovery, from Portlaw to Paradise, King John and the Mayor, The Wonderful Escape of James the Second, The Last of the Dragons, The Siege of Don Isle, and Raleigh in Munster. The illustrations which accompany the stories are as comical as the stories themselves, and any one who enjoys a good laugh had better read this book.

THE ENGLISH LANGUAGE. Its Grammar, History, and Literature, with Chapters on Composition, Verification, Paraphrasing, and Punctuation. By J. M. D. McKeljohn. M. A. D. C. Heath & Co., Publishers. Boston, New York, and Chicago. 388 pp. \$1.40, by mail.

A grammar which includes as much as this volume, must of necessity be advanced in its character. It is designed by its author, who is an experienced educator, to provide enough matter for five years of study. Its arrangement is divided into four parts. The first treats of language, including all the parts of speech, words, and their functions, syntax, case, analysis of the simple, complex, compound sentence, word-building and derivation, word-branching, with English, Latin, and Greek roots, besides much other valuable material. Part second embraces, composition, punctuation, figures of speech, paraphrasing, and prosody. In part third is found the English language, and family to which it belongs, the periods of English, history of the vocabulary, history of the grammar, specimens of English at different periods, modern English, and landmarks in the history of the English language. Part fourth is devoted entirely to the history of English literature, and tables of English literature. To all persons desiring to review the leading facts of the English language and literature, this volume will be especially valuable and useful.

REPORTS.

ANNUAL REPORT TO THE BOARD OF EDUCATION OF NEWBURGH, N. Y., 1887. R. V. K. Montfort, Superintendent.

Manual training was made a part of the public school system of Newburgh in September, 1886, sets of carpenter's tools being provided. The work of the school consisted of a series of graded and progressive exercises to be executed in wood, each exercise designed to show the correct way in which the necessary tool or tools should be used, and to afford the student such practice in the use of tools as the limited time devoted to the work would allow. The Newburgh library, which is such an important adjunct to the schools, had a healthy growth during the year, care being taken to exclude such works of fiction as were deemed injurious to young minds.

BIENNIAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF IOWA, 1887. Hon. J. W. Akers, Superintendent.

The law requiring scientific instruction in regard to the effect of alcoholic stimulants on the system has been very generally obeyed. At the meetings of the county superintendents the subject was thoroughly discussed, and an earnest desire manifested by the great majority of them to secure an observance of all its provisions in their several counties. There is a law also that any county may establish a county high school, but so far there has been but one such school established in the state. It is at Pandora, in Guthrie county, and is in successful operation. In response to a joint resolution, passed by the General Assembly, the superintendent discusses at considerable length and with great force the subject of compulsory education, referring especially to its workings in Germany. A comparative table of school attendance shows the low rate of 63 per cent. in the United States. While this is the case, the percentage of adults in the United States who can read is high, viz.: 88. This curious fact is due to other educating agencies among us beside the public school. There is no compulsory law in Iowa, although several attempts have been made to get one, but singularly enough, that state has the lowest percentage of illiteracy of any in the Union. The whole matter is summed up as follows: Wherever boards of education have been empowered to employ a special officer or officers to find out the defaulters and get the children to school, the end contemplated by the law has been gratifyingly attained. The law should be chiefly prized because of the "compulsory environment" it throws round the ignorant and dilatory, and the general public interest it arouses in the cause of education as lying also at the very heart of the national life.

The number of school houses in the state in 1886 was 12,444, valued at \$11,380,472; average monthly pay of teachers, males, \$38.42; females, \$29.10.

LITERARY NOTES.

Garden and Forest is the name of a new weekly paper published in New York of which Wm. A. Stiles is managing editor.

J. Fitzgerald, 24 East Fourth Street, New York, publishes "The Pleasures of Life," a delightful essay by Sir John Lubbock.

D. C. Heath & Co. will issue soon Schuler's *Ballads*, edited with an Introduction and Notes, by Henry Johnson, Longfellow Professor of Modern Languages in Bowdoin College.

"The Modern Distributive Process," being studies of competition and its limits and the nature and amount of profits, also the determination of wages in the industrial society of to-day, is almost ready for the press. Ginn & Company are the publishers.

The announcements of G. P. Putnam's Sons for the spring season include the following publications: In the "Story of the Nations" series, "The Story of the Thirteen States; or, The Founding of the Republic," by Helen Ainslie Smil; "The Story of Holland," by J. E. Thorold Rogers; in the "Great cities of the Republic" series, "The Story of the City of New York," by Charles Burr Todd; in American biography, "Charles Sumner and his work," by A. B. Johnson; also "Hints from a Lawyer; or, Legal Advice to Men and Women," by Edgar A. Spencer, "A Pocket Guide to Europe," by Thomas W. Knox.

Many literary workers will undoubtedly be able to obtain valuable assistance from the "Bureau of Press Cuttings," whose secretary, Samuel Lavitt, has his headquarters at 171 Macdougal street, New York. Clippings from newspapers are furnished and work in the line of gathering information performed.

"Harvard Reminiscences" is the forthcoming book by the Rev. Dr. A. P. Peabody, Professor to the University and one of the best-beloved and venerated men in America. The book includes bright little monographs on scores of the college fellows of the last half-century or more. It is rich in characterization, and anecdote and reminiscence. The frontispiece is a portrait of the gentle scholar, Dr. Peabody. The book will be brought out by Ticknor & Company, in February.

CATALOGUES AND PAMPHLETS RECEIVED.

Bits of Knowledge taken from Alden's *Manifold Cyclopedia*. John B. Alden, publisher, 393 Pearl street, New York. Occasional selections only are issued in this pamphlet form; the complete work is offered only in bound volumes.

Bulletin of New Publications. J. B. Lippincott Company, 715 and 717 Market street, Philadelphia.

Directory of the Public Schools of Hudson County, N. J., 1888. Prepared by Rev. G. C. Houghton, M. A., Superintendent of Public Instruction. This contains also state laws and rules, the official county list of text-books, an essay on industrial education, etc.

A Bill to Promote Mendicancy. Facts and Figures showing that the South does not need Federal aid for her schools. This is a reprint of editorial articles published in the *New York Evening Post* during the years 1886 and 1887.

MAGAZINES.

As an exponent of Christian philosophy, *Christian Thought* stands in the front rank of periodicals. The February number has an article on "Physical Theories of the Mind," by Rev. James T. Hixby, Ph. D. The Rev. George E. Stonebridge, D.D., contributes a paper on "Depravity, and its Cure," and the Rev. Robert L. Dabney, D.D., LL. D., one on "Monism." E. A. Davies, F. R. G. S., furnishes an essay on the "Biblical Account of Creation in the Light of Modern Science."—The February *Magazine of American History* is substantially a Washington number. There are twenty-eight unpublished letters written by the father of his country, twenty-six having been copied from originals in the British Museum, and edited by William Henry Smith, of the Associated Press. The frontispiece, which is a copy of Stuart's great painting, represents Washington in full velvet costume, by Charles Egbert Crockett; "The Despot of Broome's College," by William Cranston Lawton; "The Gifts of the Fates," by Paul Hermes; "Madame Necker," by James Breck Perkins; "No Songs in Winter," by Thomas Bailey Aldrich; "The Marriage Celebration in Europe," by Frank Gaylord Cook; "Eudymion," A Mystical Comment on Iliad's Sacred and Profane Love," by James Russell Lowell.

STEAM HEATING A SUCCESS ON THE THROUGH TRAINS OF THE CHICAGO, MILWAUKEE, & ST. PAUL RAILWAY.

The experiment of heating trains by steam has been successfully tested by only one Western line—the CHICAGO, MILWAUKEE & ST. PAUL RAILWAY—and now the through trains of that company leaving Chicago every day at 7.30 P. M., and leaving Minneapolis at 6.50 P. M., and St. Paul at 7.30 P. M., are systematically equipped with steam heating apparatus.

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When six months old, the left hand of our little grandchild began to swell, and had every appearance of a large boil. We poulticed it, but all to no purpose. About five months after, it became a running sore. Soon other sores formed. He then had two of them on each hand, and as his blood became more and more impure, it took less time for them to break out. A sore came on the chin, beneath the under lip, which was very offensive. His head was one solid scab, discharging a great deal. This was his condition at twenty-two months old, when I undertook the care of him, his mother having died when he was a little more than a year old, of consumption (scrofula of course). He could walk a little, but could not get up if he fell down, and could not move when in bed, having no use of his hands. I immediately commenced with the CUTICURA REMEDIES, using all freely. One sore after another healed, a bony matter forming in each one of these five deep ones just before healing, which would finally grow loose and were taken out; then they would heal rapidly. One of these ugly bone formations I preserved. After taking a dozen and a half bottles he was completely cured, and is now, at the age of six years, a strong and healthy child.

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